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United States Department of Agriculture



# Standards-Based Nutrition Education From the Ground Up

Ten-Lesson Unit  
With Learning Activities in  
Science, Math, English Language Arts, and Health

A Supplemental Curriculum  
For Grades 5-6





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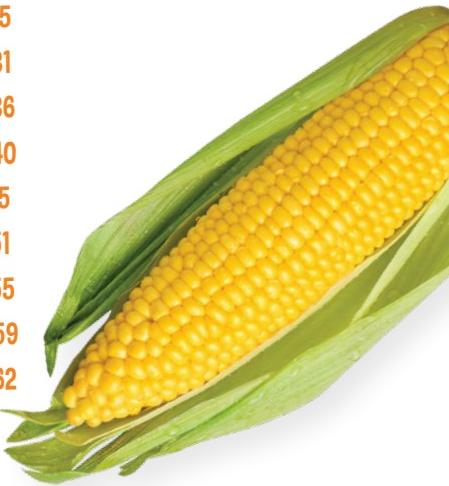
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## Dear Teacher,

Welcome to **Dig In!** – a standards-based educational journey through the world of gardening and nutrition. Developed under the United States Department of Agriculture's (USDA) Team Nutrition initiative, this supplemental unit is designed to encourage 5th and 6th graders to eat more fruits and vegetables and develop an awareness of how these foods are grown. You can use **Dig In!** to add fun and interactive activities to Math, Science, and English Language Arts lessons, while also helping your students learn healthy eating habits.

Whether your class garden consists of a few containers or you have a large outdoor plot, you can use these lessons. We've provided tips on how to adapt them according to your classroom needs and school resources.

In **Dig In!**, you will find:

- **Ten Lessons** with fun, inquiry-based, cross-curricular activities that engage 5th and 6th graders in growing, harvesting, tasting, and learning about fruits and vegetables
- **A Gardening Guide** with information on how to start and maintain a garden to grow the fruits and vegetables featured in the lessons
- **A Dig In! at Home Booklet** to send home to parents and caregivers to share what's being covered in class, as well as healthy recipes and helpful tips
- **Six Dig In! Posters** to remind and motivate students to choose fruits and vegetables in the cafeteria and other places food is sold or eaten in your school

While garden-based education offers a natural science connection, the interdisciplinary options are endless. Read through the following pages to learn ways you can integrate these lessons into your unique classroom experience. Join us in exploring the world of opportunities in the garden and on your plate.

**Dig In!**

Sincerely,

**Your Friends at Team Nutrition**

# OVERVIEW

## Planting the Seeds for a Successful Educational Journey

There are many features that help make the **Dig In!** curriculum engaging, motivating, and easy to use. We invite you to review the 10 lessons to see how they can best fit into your class schedule and meet the needs of your students.

While each lesson offers connections to the garden, learning activities can be done with or without a large garden in place. You can also teach lessons in sequence or split them up over the course of the school year (for example, teaching some lessons in the fall and the others in the spring).

In addition to elements found in a basic lesson plan – such as learning objectives, essential questions, time required, and supplies and preparation – each lesson features the following elements to make it easier to incorporate into your existing curriculum.

### STANDARDS:

Each lesson meets education standards in one or more of the following subjects:

- Science (National Academy of Sciences)
- English Language Arts (Common Core State Standards Initiative)
- Math (Common Core State Standards Initiative)
- Health (American Cancer Society)

See **Dig In! At a Glance** on pp. 6-11 for a look at specific learning objectives and standards met in each lesson.

### KEY MESSAGE(S):

The key nutrition messages children should hear and remember are identified at the beginning of each lesson. These takeaways are written in a way that appeals and makes sense to 5th and 6th graders. Repeat these messages often throughout the instruction.

### TIMING/PACING GUIDE:

Each lesson plan notes the estimated time required to complete it from start to finish. Note that every lesson features several learning activities, some of which may take longer than one class “period.” We’ve included suggestions for how to break longer activities into shorter “sessions,” if needed.

While each lesson and its learning activities may be taught independently, **Dig In!** works best as a unit, as each lesson builds upon prior knowledge. Certain topics are covered in several lessons; in such cases, you’ll see references to earlier lessons.

### ADDITIONAL PACING RECOMMENDATIONS

#### Lesson 1

It is recommended that you begin with the first lesson. Many recurring components (such as **Garden Journals** and **Garden Teams**) are explained here. It also introduces necessary background knowledge for your students about how fruits and vegetables are grown.

#### Lesson 10

The Harvest Celebration is a culminating event that will showcase what your students have learned throughout the unit and will allow them to share the garden and harvest with the rest of the school, families, and your local community.

You will see a  icon throughout Lessons 1-9 noting activities or assessments that can be shared during the Harvest Celebration. See Lesson 10 on p. 62 for celebration ideas – from simple to more involved multiday events – as well as suggestions to help you plan ahead.



## OVERVIEW

### DIG IN! FEATURED FRUITS AND VEGETABLES:

**Note:** Some of the featured fruits and vegetables appear in more than one lesson. If they are not available from your school garden, you may purchase these fruits and vegetables from a grocery store or market.

#### Lesson 1

**Chickpea (garbanzo bean), broccoli, zucchini, celery, leaf lettuce, carrot**

#### Lesson 2

**Spinach, leaf lettuce, kale**

#### Lesson 3

**Black bean**

#### Lesson 4

**Broccoli**

#### Lesson 5

**Red and orange bell pepper**

#### Lesson 6

**Chickpea (garbanzo bean)**

#### Lesson 7

**Carrot, tomato, sweet potato**

#### Lesson 8

**Strawberry**

#### Lesson 9

**Cantaloupe**

#### Lesson 10

**Any and all fruits and vegetables**

### TASTING AND FOOD PREPARATION ACTIVITIES

Children and teachers alike report that the tasting and food preparation experiences were among their favorite activities in these lessons. These hands-on activities are fun, positive, and also important in changing attitudes about fruits and vegetables.

In order to successfully implement these activities, we encourage you to seek help from your school district's Food Service Director (or School Nutrition Director), local chefs, dietitians, an area Cooperative Extension agent specializing in Family and Consumer Sciences, or parent volunteers. Depending on your school and resources, you may choose to do these activities in the classroom or the school cafeteria.

**Featured Fruits or Vegetables:** The fruits and vegetables featured in each lesson are those recommended to grow in your school garden (see pp. 96-99 of the **Gardening Guide**). They are also easily accessible if you need to purchase them from a store or market. Talk with your school's parent organization and Food Service Director for help with food supplies or about nutrition education grants that may be available.

**Tasting Etiquette:** Lesson 1 (p. 13) recommends that students come up with food "tasting rules" that will be used throughout the unit. Remind students of these guidelines each time they try new foods.

### FOOD SAFETY

In every lesson that features a tasting or food preparation activity, it is important to follow the proper hand-washing and food preparation guidelines. You can find these on pp. 4-5 as a reproducible. Print them out and display them in a visible location in your classroom for you, your students, and adult volunteers to follow. Additional information about preparing foods safely is available at <http://www.foodsafety.gov>.

### ALLERGIES

Before you begin any tasting or food preparation activity, be sure to gather information on any allergies your students may have. We recommend that you obtain this information from parents in writing at the start of the unit. Food tasting and preparation activities will include handling of fruits and vegetables, in addition to other food ingredients.



**GARDENING GUIDE:**

**Dig In!** is designed to be accessible for the novice gardener and will work in a variety of climates and in small or urban spaces. The **Gardening Guide** (found on pp. 91-107) provides important information and resources, a planting schedule, gardening tips and techniques, and advice on growing, maintaining, and harvesting a school garden. Throughout the curriculum, you will be referred to this **Gardening Guide** for more information. Look for the green leaf icon. 

**Dig In! at Home:\***

This colorful booklet shares information with parents and caregivers about what their children are learning in class and should be sent home at the start of the unit. It is designed to reinforce the lessons at home by providing conversation starters ("Ask About..."), recipes, ideas for increasing fruit and vegetable consumption, and time and cost-saving tips. In addition, it provides important nutrition information, an explanation of **MyPlate**, and a weekly menu planner for parents to work on with their children.

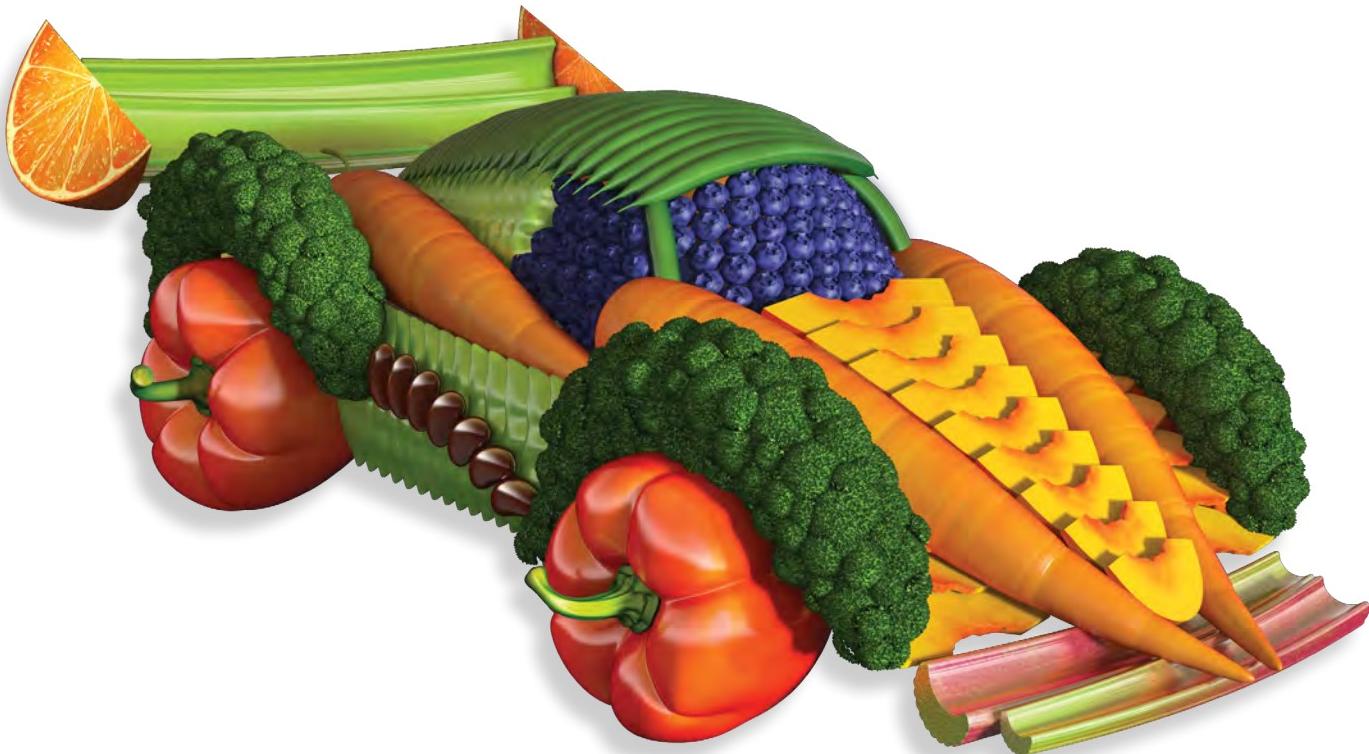
**Dig In! Posters:\***

These six "mini-billboards" visually express the theme of the **Dig In!** unit – namely, the world of possibilities found in growing and eating fruits and vegetables. Display them in your classroom, the school cafeteria, and other places throughout the school to motivate students to choose more fruits and vegetables at meals and snacks. (**Note:** A list of all vegetables pictured in the poster can be found at: [http://teamnutrition.usda.gov/Resources/dig\\_in.html](http://teamnutrition.usda.gov/Resources/dig_in.html).)

**Eat Smart To Play Hard With MyPlate Poster:\***

This is a colorful two-sided poster showing the **MyPlate** icon and foods in the five food groups (used in Lesson 1). The blank **MyPlate** icon on the reverse can be used as a tool to assess students' understanding.

\* Schools participating in Child Nutrition programs (such as the **National School Lunch Program**) can order parent booklets and posters for free at <http://teamnutrition.usda.gov>.



# DIG IN! AT A GLANCE

## LESSON 1 The World of Edible Plants..... p. 12

PACING GUIDE: TOTAL TIME REQUIRED: 165 minutes / 3 sessions

**Session 1:** Getting Started 45 min (Science)

**Session 2:** Activity I “Deliciously Edible Plant Parts” 60 min (Science)

**Session 3:** Activity II “Fruits and Vegetables on MyPlate” 40 min (Science/Health);

Reflect 20 min (English Language Arts)

### Standards Met:\*

**Science:** (A) Science as Inquiry: Abilities necessary to do scientific inquiry; Understanding about scientific inquiry. (C) Life Science: Structure and function in living systems (form follows function); Regulation and behavior; Populations and ecosystems; Diversity and adaptations of organisms (classification). (F) Science in Personal and Social Perspectives: Personal health; Risks and benefits.

**English Language Arts:** (Writing 2) Text Types and Purposes: Write informative texts to examine a topic, and convey ideas, concepts, and information clearly through selection, organization, and analysis of relevant content. (Language 6) Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Health:** (1) Comprehend concepts related to health promotion and disease prevention to enhance health.

\*Sources: **Science** standards – National Academy of Sciences; **English Language Arts** and **Math** standards – Common Core;

**Health** standards – American Cancer Society

### LEARNING OBJECTIVES:

**Students will be able to...**

- Identify fruits and vegetables that come from different parts of plants (root, stem, leaf, flower, fruit, and seed).
- Describe the function of each plant part.
- Explain how foods from plants fit into the five food groups.



## LESSON 2 Farm to Plate..... p. 19

**PACING GUIDE: TOTAL TIME REQUIRED:** 190 minutes / 3 sessions

**Session 1: Getting Started** 30 min;

Activity I "The Farm to Plate Game" 40 min (Science/Social Studies)

**Session 2: Activity II "Map the Distance"** 60 min (Math)

**Session 3: Activity III "Harvest, Prepare, and Taste Dark-Green Leafy Greens!"**

30 min (Health); **Reflect** 30 min (English Language Arts)

### Standards Met:<sup>\*</sup>

**Science:** (A) Science as Inquiry: Abilities necessary to do scientific inquiry; Understanding about scientific inquiry. (C) Life Science: Structure and function in living systems; Regulation and behavior; Populations and ecosystems; Diversity and adaptations of organisms (classification). (E) Science & Technology: Abilities of technological design. (F) Science in Personal and Social Perspectives: Personal health; Risks and benefits.

**Math:** Number and Operations: Perform operations with multidigit whole numbers.

Measurement & Data: Represent and interpret data.

**Health:** (1) Comprehend concepts related to health promotion and disease prevention to enhance health. (3) Demonstrate the ability to access valid information and products and services to enhance health.

**Social Studies:** (Science, Technology, and Society 8) Science and technology have had both positive and negative impacts upon individuals, societies, and the environments in the past and present.

**English Language Arts:** (Writing 1) Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with clear reasons and relevant information/evidence.

**Sources:** **Science** standards – National Academy of Sciences; **English Language Arts** and **Math** standards – Common Core; **Health** standards – American Cancer Society; **Social Studies** standards – National Council for the Social Studies

### LEARNING OBJECTIVES:

**Students will be able to...**

- Explain the food system and describe how food travels from where it is grown to their plate.
- Describe how plants are connected to the foods people eat.
- Grow (and harvest) a dark-green leafy vegetable and describe its taste.
- Demonstrate and explain the importance of hand washing and properly cleaning fruits and vegetables before eating them.

## LESSON 3 Healthy From the Ground Up..... p. 26

**PACING GUIDE: TOTAL TIME REQUIRED:** 165 minutes / 3 sessions

**Session 1: Getting Started** 20 min (Health); **Activity I "Seed Race!"** 40 min (Science)

**Session 2: Activity II "Veggies: Nature's Rock Stars"** 40 min (Health/Science/Math);

Activity III "Taste the Power of the Bean!" 20 min (Science/Health)

**Session 3: Reflect** 45 min (English Language Arts/Health)

### Standards Met:<sup>\*</sup>

**Science:** (A) Science as Inquiry: Abilities necessary to do scientific inquiry; Understanding about scientific inquiry. (C) Life Science: Structure and function in living systems; Regulation and behavior; Populations and ecosystems; Diversity and adaptations of organisms. (D) Earth Science: Structure of the Earth (soil, water, sun). (F) Science in Personal and Social Perspectives: Personal health; Risks and benefits.

**Health:** (1) Comprehend concepts related to health promotion and disease prevention to enhance health. (3) Demonstrate the ability to access valid information and products and services to enhance health.

**English Language Arts:** (Writing 1) Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with clear reasons and relevant information/evidence.

**Math:** Number and Operations: Perform operations with multidigit whole numbers. Measurement & Data: Represent and interpret data.

**Sources:** **Science** standards – National Academy of Sciences; **English Language Arts** and **Math** standards – Common Core; **Health** standards – American Cancer Society

### LEARNING OBJECTIVES:

**Students will be able to...**

- Describe how both plants and people need nutrients to grow and be healthy.
- Identify nutrients provided by fruits and vegetables.
- Explain the importance of eating a variety of vegetables from all of the vegetable subgroups.
- Identify beans and peas.
- Summarize the health benefits of eating beans and peas.



## LESSON 4 Seeking Out What We Need.....p. 32

**PACING GUIDE: TOTAL TIME REQUIRED:** 120 minutes / 3 sessions

**Session 1:** Getting Started 10 min;

Activity I "A-Maze-ing Light" 40 min, 2 weeks observation (Science)

**Session 2:** Activity II "Seeking Out What We Need" 40 min (Science/Health)

**Session 3:** Activity III "Tasty Broccoli" 20 min (Health); Reflect 10 min

**Standards Met:\***

**Science:** (A) Science as Inquiry: Abilities necessary to do scientific inquiry; Understanding about scientific inquiry. (C) Life Science: Structure and function in living systems; Regulation and behavior; Populations and ecosystems; Diversity and adaptations of organisms (classification). (D) Earth Science: Structure of the Earth (soil, water, sun). (F) Science in Personal and Social Perspectives: Personal health; Risks and benefits.

**Health:** (1) Comprehend concepts related to health promotion and disease prevention to enhance health. (6) Demonstrate the ability to use goal-setting skills to enhance health. (7) Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**\*Sources:** Science standards – National Academy of Sciences; English Language Arts and Math standards – Common Core; Health standards – American Cancer Society

### LEARNING OBJECTIVES

**Students will be able to...**

- Demonstrate an understanding of the scientific method by making hypotheses and drawing conclusions based on their own discoveries.
- Identify sources of fruits and vegetables in their school and home environment.
- Describe ways they can add more fruits and vegetables to their meals each day.

## LESSON 5 Eat Your Colors.....p. 37

**PACING GUIDE: TOTAL TIME REQUIRED:** 95 minutes / 3 sessions

**Session 1:** Getting Started 15 min;

Activity I "Triple Taste Combo Game" 20 min (English Language Arts)

**Session 2:** Activity II "Get Your Engine Going" 20 min (Health/Science)

**Session 3:** Activity III "Garden Designers" 30 min

(Math/Art – can be done with art teacher); Reflect 10 min

**Standards Met:\***

**English Language Arts:** (Writing 1) Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with clear reasons and relevant information/evidence. (Writing 2) Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly through the selection, organization, and analysis of relevant content.

**Science:** (F) Science in Personal and Social Perspectives: Personal health; Risks and benefits.

**Math:** Measurement & Data: Geometric measurement – understanding concepts of volume and relate volume to multiplication and addition. Ratios & Proportional Relationships: Understanding ratio concepts and use ratio reasoning to solve problems.

**Health:** (1) Comprehend concepts related to health promotion and disease prevention to enhance health. (2) Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (6) Demonstrate the ability to use goal-setting skills to enhance health.

**\*Sources:** Science standards – National Academy of Sciences; English Language Arts and Math standards – Common Core; Health standards – American Cancer Society

### LEARNING OBJECTIVES

**Students will be able to...**

- Describe ways to include a variety of fruits and vegetables in their diet.
- Design and plan a colorful garden using a variety of vegetables that grow well together.
- Plan a healthy meal featuring the vegetable subgroups.



## LESSON 6 The Global Garden.....p. 41

**PACING GUIDE: TOTAL TIME REQUIRED:** 140 minutes / 3 sessions

**Session 1: Getting Started** 10 min;

Activity I "Fruits and Vegetables Around the World" 40 min  
(Social Studies/Health)

**Session 2: Activity II "Global Recipes"** 20 min (English Language Arts/Health);

Activity III "Tasty Chickpeas" 40 min (Health)

**Session 3: Activity IV "Garden Pen Pals"** 20 min (English Language Arts);

Reflect 10 min

**Standards Met:\***

**English Language Arts:** (Writing 1) Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with clear reasons and relevant information/evidence. (Writing 2) Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly through the selection, organization, and analysis of relevant content. (Speaking and Listening 1, 2) Comprehension and Collaboration: Engage effectively in a range of collaborative discussions. Summarize and interpret information presented in diverse media and formats.

**Health:** (1) Comprehend concepts related to health promotion and disease prevention to enhance health. (2) Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**Social Studies:** (Global Connections 9) Global factors such as cultural, economic, and political connections are changing the places in which people live (e.g., through trade, migration, increased travel, and communication); Global connections may make cultures more alike or increase their sense of distinctiveness.

\*Sources: Science standards – National Academy of Sciences; English Language Arts and Math standards – Common Core; Health standards – American Cancer Society; Social Studies standards – National Council for the Social Studies

### LEARNING OBJECTIVES

**Students will be able to...**

- Explain how an environment influences the type of fruits and vegetables that are grown and eaten in a region/culture.
- List ways fruits and vegetables grown in the school garden are prepared and eaten in different regions of the United States and the world.
- Describe various units of measurement used to communicate quantities in a recipe (such as serving sizes and ingredient amounts).
- Identify vegetables that are part of the Beans and Peas Vegetable Subgroup.
- Identify three ways chickpeas (garbanzo beans) can be eaten as part of a meal.

## LESSON 7 Chef Challenge.....p. 46

**PACING GUIDE: TOTAL TIME REQUIRED:** 185 minutes / 3 sessions

**Session 1: Getting Started** 30 min (Math);

Activity I "Kitchen Measurements" 40 min (Math)

**Session 2: Activity II "Taste Your Colors"** 40 min (English Language Arts)

**Session 3: Activity III "Chef Challenge"** 60 min (Health); **Reflect** 15 min

**Standards Met:\***

**Math:** Operations & Algebraic Thinking: Write and interpret numerical expressions; Analyze patterns and relationships. Measurement & Data: Convert like measurement units within a given measurement system; Represent and interpret data. Geometric measurement: Understand concepts of volume and relate volume to multiplication and to addition.

**Health:** (1) Comprehend concepts related to health promotion and disease prevention to enhance health. (2) Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**English Language Arts:** (Writing 1) Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with clear reasons and relevant information/evidence. (Writing 2) Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly through the selection, organization, and analysis of relevant content. (Speaking and Listening 1, 2) Comprehension and Collaboration: Engage effectively in a range of collaborative discussions. Summarize and interpret information presented in diverse media and formats.

**Health** (1) Comprehend concepts related to health promotion and disease prevention to enhance health. (2) Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

\*Sources: Science standards – National Academy of Sciences; English Language Arts and Math standards – Common Core; Health standards – American Cancer Society

### LEARNING OBJECTIVES

**Students will be able to...**

- Identify and choose appropriate units of measurement for liquid and dry food ingredients.
- Demonstrate an understanding of unit relationships (proportion) and fractions.
- Explain the amount of fruits and vegetables 5th and 6th graders need each day.
- Convert measurements and make calculations between units of volume and mass.



## LESSON 8 Fruits and Veggies Many Ways..... p. 52

**PACING GUIDE: TOTAL TIME REQUIRED:** 120 minutes / 3 sessions

**Session 1: Getting Started** 10 min;

Activity I "Fantastic Fiber" 20 min (Health/Science)

**Session 2: Activity II "Fiber Investigation"** 40 min

(Health/Science/English Language Arts/Math)

**Session 3: Activity III "Fabulous Fruit"** 40 min (Health); **Reflect** 10 min

### Standards Met:\*

**Science:** (A) Science as Inquiry: Abilities necessary to do scientific inquiry; Understanding about scientific inquiry. (B) Physical Science: Properties and change of properties in matter; Transfer of energy. (C) Life Science: Structure and function in living systems; Regulation and behavior; Populations and ecosystems; Diversity and adaptations of organisms. (F) Science in Personal and Social Perspectives: Personal health; Risks and benefits.

**English Language Arts:** (Reading 1) Key Ideas and Details: Quote accurately from a text and cite textual evidence to support analysis of what the text says explicitly and when drawing inferences from the text. (Reading 3) Key Ideas and Details: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

**Math:** Operations & Algebraic Thinking: Write and interpret numerical expressions; Analyze patterns and relationships. Measurement & Data: Convert like measurement units within a given measurement system; Represent and interpret data. Geometric measurement: Understand concepts of volume and relate volume to multiplication and to addition.

**Health** (1) Comprehend concepts related to health promotion and disease prevention to enhance health. (2) Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

\*Sources: **Science** standards – National Academy of Sciences; **English Language Arts** and **Math** standards – Common Core; **Health** standards – American Cancer Society

### LEARNING OBJECTIVES

**Students will be able to...**

- Describe the health benefits of dietary fiber.
- Identify fruits and vegetables that are high in dietary fiber.
- Discuss ways to enjoy fruit at breakfast and as snacks.

## LESSON 9 The Power of Choice..... p. 56

**PACING GUIDE: TOTAL TIME REQUIRED:** 150 minutes / 3 sessions

**Session 1: Getting Started** 10 min;

Activity I "The Power of Choice" 40 min (Health/Science)

**Session 2: Activity II "Fruit Imposters"** 20 min (Health/Science);

Activity III "Melon Fruit Salsa" 40 min (Health)

**Session 3: Reflect** 40 min (English Language Arts)

### Standards Met:\*

**English Language Arts:** (Writing 5) Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; and demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. (Reading 1) Key Ideas and Details: Quote accurately from a text and cite textual evidence to support analysis of what the text says explicitly and when drawing inferences from the text. (Reading 3) Key Ideas and Details: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (Reading 7) Integration of Knowledge and Ideas: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. Integrate information from different media and formats, and in words in words to develop a coherent understanding of a topic or issue.

### LEARNING OBJECTIVES

**Students will be able to...**

- Summarize a variety of nutritious food choices in the Fruit Group and Vegetable Group.
- Identify foods that are higher or lower in sodium, added sugars, and solid fats.
- Summarize the benefits of limiting the consumption of solid fats, sodium, and added sugars.
- Differentiate between fruit drinks and 100% fruit juice.



**Math:** Operations & Algebraic Thinking: Write and interpret numerical expressions; Analyze patterns and relationships. Measurement & Data: Convert like measurement units within a given measurement system; Represent and interpret data. Geometric measurement: Understand concepts of volume and relate volume to multiplication and to addition.

**Health:** (2) Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (4) Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (8) Demonstrate the ability to advocate for personal, family, and community health.

\*Sources: **Science** standards – National Academy of Sciences; **English Language Arts** and **Math** standards – Common Core; **Health** standards – American Cancer Society

## LESSON 10 Harvest Celebration!.....p. 60

**PACING GUIDE: TOTAL TIME REQUIRED:** 145 minutes / 3 sessions

**Session 1: Getting Started** 15 min; **Activity I “Reflecting on Our Journey”**

30 min (English Language Arts)

**Session 2: Activity II “What We Learned”**

40 min (English Language Arts/Health/Science/Math\*)

**Session 3: Harvest Celebration** 60 min\*\*

\*Standards met will depend on project. See p. 61.

\*\*Time will vary. See suggested schedule in lesson on p. 60.

### LEARNING OBJECTIVES

**Students will be able to...**

- Creatively share what they've learned about gardening, nutrition, and fruits and vegetables using a variety of media (written and oral).
- Promote the benefits of eating more fruits and vegetables to a diverse audience.

### Standards Met:\*

**English Language Arts:** (Speaking and Listening 1) Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5-6 topics and texts, building on others' ideas and expressing their own clearly. (Speaking and Listening 2) Comprehension and Collaboration: Summarize and interpret information presented in diverse media and formats, including visually, quantitatively, and orally, and explain how it contributes to a topic, text, or issue under study. (Speaking and Listening 4) Presentation of Knowledge and Ideas: Report on a topic or text or present an opinion, sequencing ideas logically, using pertinent facts and relevant, descriptive details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation at an understandable pace. (Speaking and Listening 5) Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations when appropriate to clarify information and enhance the development of main ideas or themes. (Writing 1) Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with clear reasons and relevant information/evidence. (Writing 5) Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

**Math:** Operations & Algebraic Thinking: Write and interpret numerical expressions; Analyze patterns and relationships. Measurement & Data: Represent and interpret data. Geometric measurement: Understand concepts of volume and relate volume to multiplication and to addition.

**Health:** (4) Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (8) Students will demonstrate the ability to advocate for personal, family, and community health.

\*Sources: **Science** standards – National Academy of Sciences; **English Language Arts** and **Math** standards – Common Core; **Health** standards – American Cancer Society

## REPRODUCIBLE STUDENT HANDOUTS.....p. 63

## GARDENING GUIDE.....p. 91

## ACKNOWLEDGMENTS.....p. 108



### Key Message:

**Know your food. Fruits and vegetables are foods from plants that help you eat smart and play hard.**

### Subject Connections:

Science, English Language Arts, Health

### Learning Objectives:

**Students will be able to...**

- Identify fruits and vegetables that come from different parts of plants (root, stem, leaf, flower, fruit, and seed).
- Describe the function of each plant part.
- Explain how foods from plants fit into the five food groups.

### Supplies:

- Plastic forks or toothpicks, paper plates, napkins

- Garden Journals** (see p.13)

- Student handouts (pp. 63-65):

- Deliciously Edible Plant Parts**
- Fruits and Veggies on MyPlate**

- Art supplies (for **Garden Journals**)

- Eat Smart To Play Hard With MyPlate** poster

### Featured Fruits and Vegetables:

**Chickpeas (garbanzo beans)** (seeds)

**Broccoli** (flowers)

**Zucchini** (fruits)

**Celery** (stems)

**Green leaf lettuce** (leaves)

**Carrots** (roots)

Provide samples for students to observe and taste, either from the garden or purchased from a market. Provide water (and cups) for students to drink as they taste the vegetables.

# Lesson 1: The World of Edible Plants

**TOTAL TIME REQUIRED:** 165 minutes / 3 sessions

**Session 1:** Getting Started 45 min (Science)

**Session 2:** Activity I "Deliciously Edible

Plant Parts" 60 min (Science)

**Session 3:** Activity II "Fruits and Vegetables

on **MyPlate**" 40 min (Science/Health);

Reflect 20 min (English Language Arts)

### LESSON OVERVIEW:

In this first lesson, students will discover how foods from the garden fit into a healthy diet. Students will explore different types of gardens, and form their garden rules and garden teams. They will learn the function of different plant parts, and classify plants according to what part is edible. Finally, students will be introduced to the **MyPlate** icon, a reminder to eat from the five food groups, and discover how they can eat smart to play hard with fruits and vegetables!

### ESSENTIAL QUESTIONS:

*What is a garden and what types of gardens exist?*

*What plants do we eat? Why do we eat some plants and not others?*

*What fruits and vegetables can we grow in the garden?*

### PREPARATION AND ADDITIONAL SUPPLIES:

- Prepare the following before class:

**For observation only: Garden Groceries Bag or covered tray**

containing whole broccoli with stalk, carrot with green leafy top, chickpeas in clear plastic bag, whole zucchini, green leaf lettuce, and a celery stalk. Provide cut samples that allow students to see both the outside and inside of the vegetable. Cut them in half ahead of time. (*If you have a large class, you may want to provide more samples of each item for students to observe.*)

**For tasting:** Prepare and set up six **Plant Part Tasting Stations**

with enough samples to allow each child to taste each plant part.

**Note:** See p. 4 for information on the safe handling and preparation of foods for tasting. Use fresh food samples; do not reuse foods that have been touched and handled in the **Garden Groceries** activity.

- Access to sink with warm, running water and soap
- Images of different types of gardens sourced online to display via a projector, or printed out (for example, flower, herb, vegetable, rock, roof, container, royal, and water gardens)
- Optional Class Experiment "A Colorful Dissection" (p. 17):** Celery (stems with leaves), clear vase, food coloring, white flower (carnation) with stem, paring knife (for teacher only)
- Optional "Grow Celery From Celery" (p. 18):** Celery (base only), small dish, water

### TEACHING PROCEDURE:

**Introduce:** Introduce students to the unit **Dig In!** Explain that the class will embark on an exciting journey through the garden where they will explore fruits and vegetables by learning how to grow, prepare, and taste them, and discover how they can help us grow and stay healthy.

1. Begin by asking students: *What is a garden? What types of gardens do you know of, or have you seen? How are gardens used?* Invite students to share their answers and then show them images of different types of gardens (for example, flower, herb, vegetable, rock, roof, container, royal, formal water-garden). Discuss how gardens are planned spaces for the enjoyment of nature as well as for the purpose of growing specific plants on a comparatively small scale, such as fruits, vegetables, or flowers. Gardens can be small or large, indoors or outdoors, in the ground or in a container, and can incorporate natural or man-made materials (such as planters or fountains) into the design.
2. Ask students if they think farms are the same as gardens. Explain that farms are larger gardens, or agricultural spaces, specifically designed for the purpose of growing or producing food (such as fruits, vegetables, grains, or animals), flowers, fibers (such as cotton or wool), or fuel (such as wood or corn) to sell or to sustain the farmer's family and livestock.



## DIG IN! STARTERS

**Garden Journals:** Introduce students to their **Garden Journals**, a notebook they will use throughout the unit for observations, predictions, questions, reflections, and notes. Encourage students to write neatly, as this journal will be their personal resource. Help them organize their notes by designating sections for class notes, new vocabulary, and personal reflections. Invite students to create their own unique cover designs, make drawings of plants, craft collages, and collect recipe clippings, articles, and garden samples.

**Garden Orientation:** If you already have a school garden, tour it with your students. If not, discuss the different types of gardens you can create (leaf pp. 92-93), explain the advantages and disadvantages of each, and take a tour of the school campus to identify possible sites.

**Garden Rules and Safety:** Take this opportunity to identify and discuss the important features of the garden (tools used, water source, compass orientation, access to sunlight). Explain or establish rules for the garden (for example, return tools to the shed when finished using). (leaf p. 92)

**Garden Teams:** Divide your class into garden teams (of four to five students), and rotate teams through various garden jobs each week so that they all get a chance with every task. (leaf p. 94) Notice suggestions for garden teams in each lesson, whether you already have a garden or are just starting one.



**Tasting Etiquette Guidelines:** Explain to students that they will prepare and try different foods throughout the unit. As a class, collaborate to create rules for all tasting activities. (For example, if you don't like something, spit it out discreetly into a napkin, don't make faces, be respectful to others, don't let your personal preferences influence your peers, chew slowly to truly taste the food.) Write these rules on the board and have students copy them into their **Garden Journals**. You may want to create a colorful poster with these guidelines to keep on display at all times. Remind students of them before every tasting activity. Point out that sometimes a person does not like a food the first time he or she tries it. But, after tasting that same food many times, or perhaps prepared a different way, it can become a food that the person loves to eat.

## LEARNING ACTIVITIES

## IMPORTANT FOOD SAFETY STEPS!

Please see p. 4 for a reproducible handout to post in a visible location in your classroom. It is important that you follow these steps to keep yourself, your students, and any parents or volunteers safe and healthy.

### Hand Washing:

All persons participating in the food preparation activity (teachers, students, volunteers, parents) should wash hands before and after preparing, handling, or sampling foods.

## DIG DEEPER!



- Pair up students to research a plant part and its function using at least two sources, and invite them to report back to the class what they learned. Ask them questions like: *What does the plant part do? Which plant parts are involved in the following plant processes: germination, transpiration, photosynthesis, pollination, and respiration?*
- Assign each pair a featured fruit or vegetable. Have them diagram the life cycle of that fruit or vegetable's plant and "life" (i.e., seed, germination, root/seedling growth, plant development, flowering plant, pollination, fruiting plant/seed production, and death of plant/decomposition).

**Prepare:** Bring students into the garden if any of the following items are growing and/or ready to harvest. ( p. 104)

For the **Garden Groceries** activity, provide samples of the following foods (for observation only) in a large grocery bag or hidden on a tray: chickpeas/garbanzo beans (if using canned, rinse and drain) contained in a clear plastic baggie, whole broccoli with stalk, whole zucchini, celery stalk with base and leaves, green leaf lettuce, and a carrot with green leafy top. Provide the whole item, so students can see how it grows. Offer a cut example of each plant part so that students can see both the exterior and interior of the fruit or vegetable. It is valuable for children to touch and observe actual produce, but if this is not possible, you can still perform the activity using images.

For the six **Plant Part Tasting** activities, provide samples of the following foods at different stations (all rinsed and ready-to-eat): canned chickpeas/garbanzo beans (**seed**), broccoli florets (**flower**), zucchini slices (**fruit**), celery sticks (**stem**), green leaf lettuce (**leaf**), and carrot sticks (**root**). Provide each student with a paper plate, a plastic fork or toothpick, and a napkin.

Alternate options may be used if the above are not available: sunflower seeds (**seed**), cauliflower (**flower**), melon (**fruit**), asparagus (**stem**), romaine lettuce (**leaf**), and beet\* (**root**). \*Beets for tasting should be cooked ahead of time, or use canned beets.

### Activity I. Deliciously Edible Plant Parts (60 minutes, Science)



**Teacher Tip!** Use this activity as an introduction to studying plant cells.

1. Introduce students to fruits and vegetables by playing a guessing game called **Garden Groceries**. Invite volunteers, one at a time, to pick an item from the **Garden Groceries** tray or bag. Ask them to identify the produce for the class to see.
2. Ask: *What are we eating when we eat a fruit or vegetable?* List the parts of a plant on the board: **seed, flower, fruit, stem, leaf, and root**. Explain that we are not eating an entire plant – we are eating an edible part from a plant. “Edible” means that it is safe for you to eat.

**Note:** It is important to explain that not all plants or plant parts are edible. Some plants are poisonous, while others have parts that are edible, as well as parts that are not. (For example, rhubarb stems are edible, while the leaves are poisonous.)

3. Distribute the handout **Deliciously Edible Plant Parts** (pp. 63-64) to each student. Challenge students to identify each fruit or vegetable pictured, and then guess the plant part it comes from. Have students share their answers.

# Plant Anatomy and Edible Plant Parts

## LESSON 1



A carrot is the **root** of the plant. **Roots** grow underground, provide support for a plant by holding it into the ground, and collect food (water and nutrients) from the soil.



Celery is the **stem** of the plant. **Stems** provide aboveground physical support to the plant, and contain the “highways” of vessels to move water and nutrients through the plant. (See **Science Extension** sidebar on p.18 for an experiment with celery that demonstrates how this plant part functions.)



Salad comes from the **leaf** of the lettuce plant. **Leaves** make food for the plant from sunlight (**photosynthesis**).



Broccoli is the **flower** of the plant. **Flowers** attract pollinators (bees, butterflies, moths, flies, hummingbirds) and mature into fruits.



Zucchini is the **fruit** of the plant. **Fruits** grow from flowers, and protect and hold the seeds.



Chickpeas (also known as garbanzo beans) are the **seeds** of the plant. **Seeds** contain all the information needed for plant life. They grow into new baby plants when conditions are right.

4. Identify each plant part clearly and show what parts we eat when consuming carrots, salad, broccoli, celery, zucchini, or chickpeas. Once students are familiar with, and can correctly identify, each plant part, explain that each part is designed to support an important function necessary for the plant to live. Review each plant part and its function together using the **Plant Anatomy** sidebar above. Have students create a three-column chart in their **Garden Journals**, writing each plant part in the left-hand column, explaining its function in the middle, and drawing a small diagram of each part on the right.
5. Have students notice the texture and color of the outside and inside of each plant part sample while discussing the function of each. (For example, show students the fleshy fruit of a zucchini that surrounds the seeds.) Explain that a fruit protects and holds the seeds. Do the same type of observation with other plant parts, and ask students to discuss their similarities and differences in shape, size, texture, and color, reminding them to take notes in their **Garden Journals**.
6. Next, students will taste fruit and vegetable samples from each plant part. Remind students of the **Tasting Etiquette Guidelines**. Have students and any adult volunteers wash their hands following the proper hand-washing steps (see p. 5). Split students into six groups and direct them to the **Plant Part Tasting Stations** (p.12), where students will observe, study, taste, and take notes on various edible plant parts in their **Garden Journals**. For each fruit or vegetable sample they try, ask them to chew slowly, then write down their tasting observations, noting the flavor, texture, and appearance.
7. What other fruits and vegetables can students think of, and what edible plant parts are they? Have students challenge and quiz one another by reading a function and identifying an edible plant part that matches that function. Discuss student answers and list them on the board under **seed, flower, fruit, stem, leaf, or root**. (See **Plant Part Groceries** sidebar on p.16 for more options.)

**Activity II. Fruits and Vegetables on MyPlate (40 minutes, Science/Health)****PLANT PART GROCERIES**

Introduce students to other edible plant parts by showing a variety of fruits and vegetables in their full plant form. They may recognize them when displayed in the produce section of the market, but not when part of the plant. Show pictures from the Internet or a gardening book or visit a garden or farmers market to view them firsthand.

**Roots:** beet, radish, turnip, carrot, parsnip



**Stems:** rhubarb, asparagus, celery



**Leaves:** spinach, kale, arugula, collard greens, Brussels sprouts, cabbage



**Flowers:** artichoke, cauliflower, broccoli



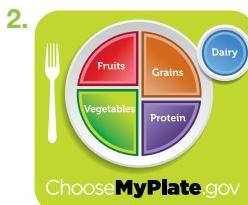
**Fruits:** strawberry, melon, pepper, tomato, pumpkin, cucumber, winter squash



**Seeds:** chickpeas (garbanzo beans), sunflower seeds, pumpkin seeds, corn, green peas, black beans



- Explain that the way we group and organize living things in science is called **classification**. To **classify** is to arrange things in groups according to common characteristics. Edible plant parts can be classified in a variety of ways. **Botanists** (*plant scientists*) and **nutritionists** (*food and health experts*) classify plant parts differently. Botanists classify edible plant parts based on their function and where in the plant they are located. (For example, tomatoes, zucchini, and red bell peppers are considered by botanists to be fruits because they contain seeds). Nutritionists, however, call them **vegetables** and organize foods (including those that come from edible plant parts) into different food groups based on what they provide to keep the body healthy, how they taste, and also how they are normally eaten. (For example, tomatoes are normally eaten as a vegetable, such as in a garden salad or with lettuce and onion on a sandwich.) Tomatoes are also not tart and sweet like cherries and other foods we consider to be fruits. That's why nutritionists consider tomatoes a vegetable instead of a fruit.



Distribute the handout **Fruits and Veggies on MyPlate** (p. 65). Ask: *What other plant foods can you think of that are classified differently by botanists and nutritionists?* (For example, cucumbers, pumpkins, yellow squash.) Show students the **MyPlate** icon on the **Eat Smart To Play Hard With MyPlate** poster. Ask students

to identify the different plate segments (i.e., food groups) on the **MyPlate** icon: **Fruits**, **Vegetables**, **Grain**, **Protein Foods**, and **Dairy**. Explain that most of the foods we eat belong to one of these food groups, and edible plants can be found in many of them. It's important to eat foods from all five food groups; that's how we eat smart to play hard. Ask students what food groups they think include edible plant parts. Allow students to answer. Explain that the **Fruit Group**, the **Vegetable Group**, and the **Grain Group** all include foods that come only from plants. Students may not realize that grains also come from plants.

Any food made from wheat, rice, oats, cornmeal, or barley is a grain food. Tell students that grains, such as wheat, oats, and rice, come from the seed part of plants. Ask students if they can name any foods from the **Grain Group**? (For example, bread, cereal, tortillas, and pasta.)

The remaining two food groups are the **Dairy Group** and the **Protein Foods Group**. The **Protein Foods Group** contains some edible plant products like beans, split peas, nuts, and seeds, as well as nonplant (animal) foods like seafood, meat, eggs, and poultry. The **Dairy Group** includes milk and milk products.

- Explain that the **MyPlate** icon reminds us to eat foods from each food group. What does the icon tell us about how much of our plate should be fruits and vegetables? (*Half of our plate at meals should be fruits and vegetables, with a little more coming from the Vegetable Group.*)

Have students work in pairs to complete the handout, **Fruits and Veggies on MyPlate**. They will analyze a sample school lunch menu consisting of cheese pizza (with a whole-wheat crust), baked sweet potato fries, broccoli florets, applesauce, and fat-free milk. Students will identify the ingredients, what food groups are represented, whether it comes from a plant, and, if so, what part of the plant. The first food item (the pizza crust) is provided as an example on the handout.

- Go over the student handout activity using the answer key, allowing students to first share their answers and reasoning. Correctly identify the fruits and vegetables featured in the lunch menu.

### STUDENT HANDOUT ANSWER KEY: Fruits and Vegetables on MyPlate

Menu Item	Original Ingredient	Food Group	Does it Come From a Plant?	Edible Plant Part
<b>Whole-Wheat Cheese Pizza<sup>1</sup></b> <b>a. Crust</b>	wheat flour	Grain	yes	seed
<b>b. Tomato Sauce<sup>2</sup></b>	tomato	Vegetable	yes	fruit
<b>c. Cheese</b>	milk	Dairy	no	x
<b>Baked Sweet Potato Fries</b>	sweet potato	Vegetable	yes	root
<b>Broccoli Florets</b>	broccoli	Vegetable	yes	flower
<b>Apple Sauce</b>	apples	Fruit	yes	fruit
<b>Fat-Free Milk (8 oz)<sup>3</sup></b>	milk	Dairy	no	x

<sup>1</sup> Pizza is a combination food with three main ingredients: crust, tomato sauce, and cheese (topping). What other combination foods can your students think of? (For example, a sandwich, taco, burrito, mixed salad, or chili.)

<sup>2</sup> Remind students that tomatoes are the fruit part of the plant. Nutritionists consider them a vegetable because of the nutrition tomatoes provide and how they are eaten.

<sup>3</sup> Explain that milk comes from an animal, a cow, and therefore is not a food that comes from a plant. However, cows eat plants, which give them energy to make milk.



### DIG DEEPER! Optional CLASS EXPERIMENT (SCIENCE)

#### A Colorful Dissection

**Time Required:** 20 minutes for preparation and reflection; 6 hours for observation

This experiment is best done first thing in the morning to observe throughout the day. There is a lot going on inside a plant, and sometimes the best way to understand that is to open up the plant and take a look. This experiment will show, both outside and in, how a stem works to bring water and nutrients up from the plant's roots, through the stem, and out to the tips of its leaves or petals. Ask for students to help you in all steps except those marked (T) for teacher only.

#### You will need:

- Celery, with as many leaves as possible on the tops
- A white flower, such as a carnation, with stem
- 2 tablespoons of food coloring (red or blue work best)
- A clear vase
- A paring knife (T)

#### Steps:

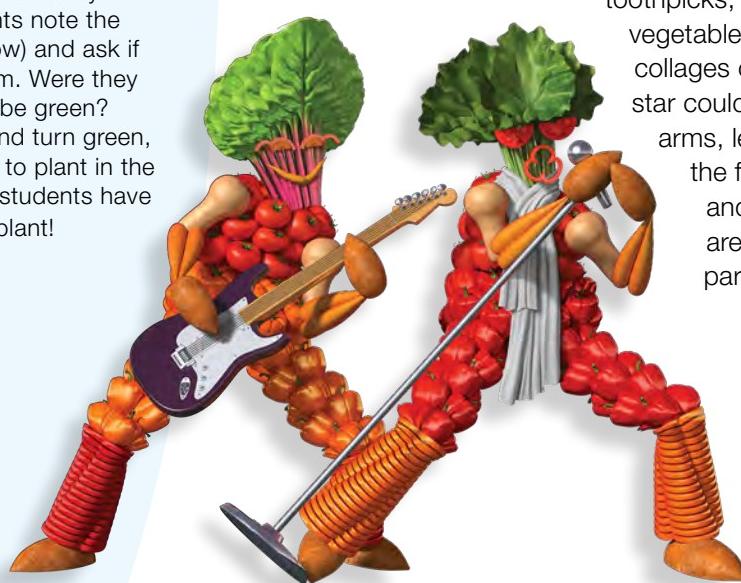
- Fill the vase with water and add the food coloring.
- (T) Cut ½" off the bottom of the celery stem with a knife and do the same to the flower stem. Make sure you leave the flower blossom and the celery leaves intact.
- Place the cut end of each stem into the colored water.
- Ask students to hypothesize what will happen.
- After 6 hours, observe the outside of the plants – the celery's leaves and the petals of the flower. Does the colored water appear in the leaves and petals?
- (T) Take the flower and the celery out of the vase, use the knife to cut the stem, and look at the cross section. Observe the vein-like tubes filled with colored liquid. This will be especially noticeable with the celery.



## GROW CELERY FROM CELERY! (SCIENCE)

**Grow celery using the base of your celery stalks. Students will be interested in learning that a plant part they are accustomed to throwing out can be “recycled” into a new plant!**

Cut off the base of a celery stalk. Let students then place the celery base upright in a small dish of water. They should make notes on how long it takes for new leaves to appear in the center of the celery base (approximately one week). Have students note the color of the leaves (yellow) and ask if that color surprised them. Were they expecting the leaves to be green? Once the leaves grow and turn green, the celery base is ready to plant in the ground or in a pot. The students have grown their own celery plant!



## REFLECT (30 minutes, English Language Arts)

1. Have students reflect in their **Garden Journals** on what they have learned. Ask: *What was your favorite fruit or vegetable? Were there any foods you tried for the first time? What were they? What surprised you the most about this lesson?*
2. Next, have students imagine what their school garden might be like. Review the different types of gardens discussed in the beginning of the lesson. Encourage students to draw or make notes about the characteristics of their imagined garden, such as whether it will be in-ground or in a container, and to list what they would like to grow. Remind students that their **Garden Journals** are for their personal thoughts and reflections (in addition to new vocabulary, notes, and drawings).

## EXTENSIONS

**Cafeteria Connection.** Arrange a visit to the cafeteria so students can meet the Food Service Director and staff, and learn what they do. Have students study the lunch menu to discover how many edible plant parts are featured in that day's lunch.

**Plant Invasion.** Discuss how edible plants could take over their after-school snack. Can students think of a tasty snack made out of at least three edible plants?

 **Nature's Rock Stars.** Have students create an original fruit and/or vegetable rock star as a fun exercise to demonstrate the edible parts of plants. They can either build a new plant person using parts of the fruits and vegetables you gathered for them, assembling them with toothpicks, or, if not using real fruits or vegetables, they could use images to create collages or drawings. (For example, their rock star could have the body of a carrot, celery arms, lettuce clothes, a zucchini slice for the face, a broccoli floret for the hair, and chickpeas for eyes.) When they are done, they should identify the plant parts used.

# Lesson 2: Farm to Plate

**TOTAL TIME REQUIRED:** 190 minutes / 3 sessions  
**Session 1:** Getting Started 30 min; **Activity I “The Farm to Plate Game”** 40 min (Science/Social Studies)  
**Session 2:** **Activity II “Map the Distance”** 60 min (Math)  
**Session 3:** **Activity III “Harvest, Prepare, and Taste Dark-Green Leafy Greens!”** 30 min (Health); **Reflect** 30 min (English Language Arts)

## LESSON OVERVIEW:

In this lesson, students explore the food system and participate in activities that help them understand the route fruits and vegetables take from farms to their plates. Students will discuss what it means for a fruit or vegetable to be locally grown, and the benefits of local foods. They will “dig deeper” into the delicious options among dark-green leafy vegetables by working to identify, taste, and compare items such as kale, spinach, and leaf lettuce, and discover ways to include them at snacks and meals.

**ESSENTIAL QUESTIONS:** Where does my food come from? Where does its journey to my plate begin? How far does it travel?

## TEACHING PROCEDURE:

### GETTING STARTED (30 minutes)

1. Begin by asking students to write down the name of everything they ate or drank during their last meal (breakfast, lunch, or dinner) in their **Garden Journals**. Tell them to underline the name of the foods that came from a plant (*fruits, vegetables (including beans), grains, nuts, seeds*).
2. Ask students: *Where does your food (fruits and vegetables) come from? Where does its journey to your plate begin? How far does it travel?* Use a bag of spinach as an example. Some students may say the grocery store or supermarket. If so, encourage students to think about how the spinach got to the market. Explain that fruits and vegetables come from a farm, orchard, or garden, where they are grown and harvested. (Review from Lesson 1.)
3. Ask: *How many steps would spinach have to travel from the school garden to the cafeteria?* To help students develop an understanding of the distance their food travels from farm to plate, ask students to predict, and then count, the number of steps it takes to get from the garden to the cafeteria. Have students note and map this journey in their **Garden Journals**.  
**Note:** You could also measure the steps from any other two points in the school for this example.
4. Ask: *How many miles do they think spinach would travel if it came to them from a farm?* Allow students to think about and discuss their answers. They would have to know which farm it came from. Point out that although it's impossible to tell where a fruit or vegetable was grown just by looking at it, one can find out by looking at the packaging, signs in the grocery store, or by buying from a farmer directly (for example, at a farmers market). The next activity will allow students to further explore the steps and journey of food from farm to plate.

## Key Message:

Add spinach to your sandwich.  
Make a salad. Eat your greens.  
They're nature's rock stars!

## Subject Connections:

Science, Math, Health

## Learning Objectives:

### Students will be able to...

- Explain the food system and describe how food travels from where it is grown to their plate.
- Describe how plants are connected to the foods people eat.
- Grow (and harvest) a dark-green leafy vegetable and describe its taste.
- Demonstrate and explain the importance of hand washing and properly cleaning fruits and vegetables before eating them.

## Supplies:

- Access to sink with warm, running water and soap
- Access to a food-preparation sink (for students to rinse leafy greens)
- Large bowl(s) to rinse leafy greens, paper towels
- Salad spinner, forks, paper plates, small bowls for salad dressing; 2 baking pans, spatula (optional for Crispy Kale Chips recipe p. 24)
- **Garden Journals**
- Teacher handout (p. 66):  
**1. The Farm to Plate Game**
- Student handout (pp. 67-68):  
**2. Dark-Green Leafy Vegetable Taster**
- **Dig In! poster – Leafy Green DJ**

## Featured Fruits and Vegetables:

### Spinach, green leaf lettuce, and kale\*

Provide enough samples for students to observe and taste, either from the garden or purchased from a market. Provide water (and cups) for students to drink as they taste the vegetables.  
(\*Optional: Try offering cooked kale. See recipe on p. 24.)

## Additional Foods:

Samples of three salad dressings (for example, olive oil and vinegar, ranch dressing, Russian dressing).



## LESSON 2



### DIG DEEPER! (SOCIAL STUDIES)

- Ask students to think about what happens to food scraps and empty food containers/packaging. If you throw them away, where do they go? Have students brainstorm and discuss in small groups, then report back. Explore these options in the waste management step of the food system:
  - Leftover fruit and vegetable scraps may be thrown into the garbage and then transported to a landfill or incinerator.
  - Or, leftover fruits and vegetables may be added to a compost pile. Compost, a form of recycling, is a collection of once-living things or their products (such as fruit and vegetable scraps, grass, coffee grounds, and nut shells) that have been decomposed by helpful microorganisms. Compost is used by farmers and gardeners to add nutrients back to the soil for new plants.
  - Food packaging also goes into the garbage or may be recycled. Some communities recycle materials such as paper, cardboard, plastic, aluminum, glass, and tin. During recycling, these products are processed and transformed for another use.
- Students can talk with the School Food Service Director to learn about any existing school composting or recycling programs and efforts to reduce food waste in the cafeteria.
- Assign **Garden Teams** to start and maintain a compost for the school. Add only plant products, such as fresh fruit and vegetable culls from food production (apple and pear cores and vegetable trimmings), to a school compost pile. Other plant material, such as grass clippings, leaves, and twigs may be added to fruit and vegetable clippings. Do not use animal products, animal waste, or any cafeteria waste in a compost pile, as it might contain animal products.
- Students can weigh the amount of plant and vegetable waste before the program and then compare it to the amount of waste after the program. **Note:** Reach out to community gardens or your local Cooperative Extension Office for help and expertise with compost.

### LEARNING ACTIVITIES

#### Activity I. The Farm to Plate Game (40 minutes, Science/Social Studies)

\*See “Dig Deeper” in sidebar on left for Social Studies connection.

**Prepare:** Print out and cut the cards on **The Farm to Plate Game** handout (p. 66) to use for the game. See instructions for play on p. 25.

- Explain that many of the fruits and vegetables we eat travel great distances before they reach us. The term “**food system**” is used to describe all the steps, processes, resources, and people involved in getting food from a farm to our plate. Share with students that most fruits and vegetables eaten in America travel hundreds of miles before they reach our plates. In one study, researchers learned that fruits and vegetables traveled on average about 1,500 miles from the farm where they were grown to the Chicago Terminal Market!
- List the following food system steps on the board and discuss what happens in each:
  - Production:** Growing and harvesting fruits and vegetables
  - Processing:** Washing, cutting, mixing, and packaging fruits and vegetables
  - Distribution:** Transporting, storing, marketing (i.e., advertising), and selling fruits and vegetables
  - Consumption:** Preparing and eating fruits and vegetables
  - Composting/Recycling:** Uneaten food scraps are disposed of (either composted to return nutrients to the soil or sent to a landfill).
- In this next activity, students will play **The Farm to Plate Game** where each student represents a different role within the food system. Hand out one Farm to Plate card (p. 66) to each student, starting with farmer (or producer) and ending with Compost/Waste Manager. Allow students a few minutes to study their cards. (See p. 25 for teacher instructions on how to play the game, definitions of each role, and answer key.)
- Next, give students 10 minutes to arrange themselves in the order of the steps a fruit or vegetable travels from the farm to a person’s plate. Discuss each role and make corrections. To show the food system in action, pass a vegetable (for example, a spinach leaf or bag of spinach) through the supply chain starting with the producer and ending with the consumer. Have students announce their role when they are handed the vegetable. Ask students to share their understanding of the food system and discuss any thoughts they have about the process and steps.

### FIND OUT WHERE IT GROWS

Explore these online resources with your students to find out more about where fruits and vegetables are grown, and where they can be found near you.

#### U.S. crop charts:

[http://www.nass.usda.gov/Charts\\_and\\_Maps/Crops\\_County/index.asp](http://www.nass.usda.gov/Charts_and_Maps/Crops_County/index.asp)

#### Find a local farmers market:

<http://search.ams.usda.gov/farmersmarkets/>

#### School garden information:

<http://healthymeals.nal.usda.gov/resource-library/school-gardens>

#### Your State Department of Agriculture:

<http://www.rma.usda.gov/other/stateag.html>

## Activity II. Map the Distance (40 Minutes, Math/Social Studies)

- Explain that the distance our food travels depends on how many steps in the food system it goes through, and how far away the food was grown. (For example, a vegetable grown in Chile will travel farther to get to your plate than one that is grown in your garden.) Have students further explore the journey from farm to table with the following math challenge. Map the distance between different spinach farms and the students' location.

First, explain that spinach is considered a cool season crop that grows best in 50-60 °F temperatures. California, Arizona, Texas, and New Jersey grow the most fresh spinach in the United States. California's mild climate allows farmers to grow spinach all year long. China is the world's leading producer of spinach; however, most of the spinach that the United States imports comes from Mexico.

- Next, ask students to write down the following locations,\* where spinach is grown, in their **Garden Journals**:

- California (Monterey County)
- Arizona (Yuma County)
- Texas (Winter Garden agricultural region southwest of San Antonio)
- China (Beijing)
- Mexico (Yucatán Peninsula)
- Farm near school: \_\_\_\_\_

**\*Note:** This is a partial list only.

Using an atlas, world map, or online map, have students first determine how many miles each spinach farm is from their hometown.

- Next, reveal that there are 5,280 feet in a mile. That works out to approximately 2,640 steps in a mile. Have students multiply the miles from each spinach farm to their school by 2,640 to calculate the steps it would take if they were to walk the distance. Have students plot and map the distance to scale using graph paper. Provide them with a scale to follow (for example, one grid square equals 100 miles).
- Ask students to draw conclusions about the food system. How can it be simplified and what are some benefits of a simpler supply chain? Ask students to explain how growing or eating food from **local** sources (see sidebar on p. 22 for definition) could benefit themselves, farmers, and their community. (*Knowing where your food comes from and how it's grown, certain fruits and vegetables may be easier to find, freshly picked produce tastes great, buying local supports local farmers.*) What are the disadvantages? (*Fruits and vegetables are only available during the area's growing season, limited variety.*) What are some places in your community where you can buy locally grown fruits and/or vegetables?



Use the food system activity to connect and draw comparisons to other systems and cycles, such as the water cycle or life cycle.

## DISTANCE REFERENCE

If you don't have access to an online map or atlas, use the following distances as a guide:

These distances are an approximation.

Point out to students that the task is not to get the mileage exactly right, but to give them an idea of the differences between spinach traveling internationally, and spinach traveling regionally and locally to their plate.

**Distance from California (Monterey County) to New York, NY: 2,989 miles**

**Distance from Arizona (Yuma County) to New York, NY: 2,551 miles**

**Distance from Texas (Winter Garden region) to New York, NY: 1,933 miles**

**Distance from Beijing, China to New York, NY: 6,830 miles**

**Distance from Mexico (Yucatán Peninsula) to New York, NY: 3,263 miles**



### Activity III. Harvest, Prepare, and Taste Dark-Green Leafy Greens! (30 minutes, Health/Garden)

**Prepare:** If you have a school garden and have planted dark-green leafy vegetables, such as spinach or leaf lettuce, you can do this activity when they are ready for harvest. (leaf p. 104)

Otherwise, use purchased samples of dark-green leafy vegetables, such as spinach and leaf lettuce. You'll need access to sinks for hand washing and rinsing of the greens. You will also want to supply plates, napkins, and forks for each student. Pour samples of the salad dressings into small bowls.

**Note:** The activity is written for two raw samples, but you may want to add a cooked one to compare. (For example, **Crispy Kale Chips Recipe** (p. 24).) You may want to ask your school district's Food Service Director or a local chef for assistance with this activity.

## ! IMPORTANT FOOD SAFETY STEPS!

Please see p. 4 for a reproducible handout to post in a visible location in your classroom. It is important that you follow these steps to keep yourself, your students, and any parents or volunteers safe and healthy.

#### Hand Washing:

All persons participating in the food preparation activity (teachers, students, volunteers, parents) should wash hands before and after preparing, handling, or sampling foods.

## WHAT IS "LOCAL"?

The terms "local" or "regional" are used a lot these days in reference to food. Both words imply close geographic proximity, but what a school or community considers "close" often depends on the unique geography and climate of where it is located, and on the number of agricultural producers in the area. (For example, a rural school surrounded by agriculture might define local as within the county, while an urban school far from farm lands might define local as within the State or within 200 miles.)

1. In this activity, explain that students will harvest (*if growing in the garden*), prepare, and taste a variety of **dark-green leafy vegetables**. Whether harvesting or purchasing, show and observe spinach leaves with students. Pass leaves around for students to look at, smell, and touch (but not eat!) Explain that spinach, for example, is a green, leafy plant that grows close to the ground. The stems grow straight up from the ground in clusters, and leaves usually grow 6-8 inches long. How can one pick good spinach leaves? Look for green, crisp leaves with a fresh, sweet fragrance, and a springy texture. Avoid limp, discolored, or damaged leaves.
2. Distribute the **Dark-Green Leafy Vegetable Taster** handout (pp. 67-68). First, have students try to match the pictures of some dark-green leafy vegetables with their names (for example, spinach, bok choy, collard greens, leaf lettuce, kale, and romaine lettuce).
3. Explain that broccoli and dark-green leafy vegetables, such as spinach, belong to a subgroup within the Vegetables Food Group called the **Dark-Green Vegetables Subgroup**. Vegetables in this subgroup all provide the same kinds of nutrients. Eating vegetables from this subgroup each week helps you play hard and be healthy. (Learn more about nutrients and the vegetable subgroups in Lesson 3 on p. 26.)



**4.** Go over the **Spinach Fun Facts** on the handout. Have students wash their hands carefully, before and again after harvesting, and go over the proper steps found on p. 5. Next, help students harvest greens (if they are growing in the garden) and prepare them for tasting by rinsing them carefully in water, following the appropriate food safety steps (see p. 4). Explain that it is important to follow these food safety steps any time food is being handled or eaten to remove dirt and germs that could make you sick. **Note:** If you do not have access to an appropriate and clean sink for food preparation, or your school policy does not allow children in the kitchen, ask for help from your school's food service staff to rinse the greens.

**5.** Now it's time to taste! Remind students of the **Tasting Etiquette Guidelines** (created in Lesson 1). Have students first taste each of the dark-green leafy vegetable samples without any dressing and describe it in the designated spaces on their handout noting any differences in taste, texture, color, and appearance.

- 6.** Next, have them taste the greens with a little of each of the dressings provided. They should note their observations on their **Dark-Green Leafy Vegetable Taster** handouts.
- 7.** Invite students to describe what they tasted, which they preferred, and to explain why. Ask students to consider the pros and cons of using salad dressings. (*A little salad dressing made with vegetable oils can add flavor to a salad. Too much salad dressing can make your salad soggy, hide the colorful salad ingredients, and make your salad less healthy by adding too many calories.*)
- 8.** Have students finish the activity by answering the questions on their handout in their **Garden Journals**. Ask them to share ideas of how to add dark-green leafy vegetables to their meals.

## HOW TO RINSE LEAFY GREENS

Fresh leafy greens can have a lot of dirt trapped in the folds and crevices of the leaves. It is important to rinse them well before eating. Here's how:

- 1.** Fill a large clean bowl with very cold water.
- 2.** Add the greens to the water and gently submerge them. Carefully swish the greens around in the water with your hands.
- 3.** Remove the greens and pour out the used water.
- 4.** Rinse out the bowl to remove any leftover dirt.
- 5.** Refill the bowl with cold water, put the greens back in, and repeat this process until the greens are clean. (You'll know the greens are clean when there is no dirt left in the water.)

## ABOUT THE DARK-GREEN VEGETABLE SUBGROUP

### It's not enough to be dark green.

Some vegetables, like zucchini and cucumbers, are not in the **Dark-Green Vegetables Subgroup**.

Zucchini and cucumbers are white inside, not green, and only have a green outer skin/peel. Some "green" vegetables, such as green beans, don't have the same kinds, or amounts of, certain nutrients as those in the **Dark-Green Vegetable Subgroup**.

### It's not enough to be a leaf.

While most dark-green leafy vegetables are in the **Dark-Green Vegetable Subgroup**, there are other lighter colored leafy veggies that are not. (For example, cabbage, iceberg lettuce, and Brussels sprouts.) They do not have the same kinds and amounts of nutrients as dark-green leafy vegetables.



## DARK-GREEN LEAFY VEGETABLES? RAW OR COOKED?

Many dark-green leafy vegetables, such as spinach and leaf lettuce, are eaten raw in salads or on sandwiches. Some leafy greens, such as mustard greens, kale, and collards, are often cooked before eating. Cooking mellows the somewhat bitter flavor of these greens and provides a softer texture than the raw leaves. Ask your school's food service staff or a local chef to demonstrate and offer cooked samples of greens such as kale or mustard greens. (For example, try offering kale chips, sautéed mustard greens, or a soup with kale for students to taste.)



### DIG DEEPER! ROCK ON!



Have students create original fruit and veggie songs promoting healthy messages. Students can perform them in the cafeteria, at an assembly, over the morning announcements, or on the local radio station.

## Recipe Crispy Kale Chips

**Preparation Time:** 15 minutes

**Serves:** 12

**Serving Size:**  $\frac{1}{2}$  cup



**Note:** Check p. 2 for Important Food Safety Steps and Allergy Reminders.

### Ingredients:

- 1 lb kale (1-2 bunches), rinsed and dried
- 2 Tbsp olive oil or vegetable oil
- 2 tsp salt

### Directions:

1. Preheat the oven to 375 °F.
2. Remove the tough stem from the kale leaves, and cut the leaves into 4- to 5-inch pieces.
3. Toss the kale leaves with oil until they barely glisten. Sprinkle the leaves with salt.
4. Spread the leaves onto a rimmed baking sheet in a single layer. Do not overlap the leaves or they will not get crispy. Bake for 5 minutes. Take the baking pan out of the oven, turn the leaves with spatula, and put the pan back into the oven. Bake for 5-10 more minutes.
5. Check the leaves often. Leaves should be crispy but not burnt. Let chips cool on pan. Enjoy!

### REFLECT (30 minutes, English Language Arts)

1. Display the **Dig In! poster (Leafy Green DJ)** where students can see it. Have students reflect in their **Garden Journals** on the following questions. *What was the most interesting discovery you made about where your food comes from? What new dark-green leafy vegetable did you taste? What different ways can you include dark-green leafy vegetables in your meals? What dark-green leafy vegetables can you identify in the poster?*

(Need help? A list of all vegetables pictured in the poster can be found at: [http://teamnutrition.usda.gov/Resources/dig\\_in.html](http://teamnutrition.usda.gov/Resources/dig_in.html))

2. As a final assessment, have students write a creative story called "**My (Fruit or Vegetable) Travel Journal.**" They will write about the journey from a farm to their plate, from the point of view of a fruit or vegetable. The story should describe their understanding of the food system. Ask: *What does the food experience as it travels from the farm to your table?*

### EXTENSIONS

**Share Food Travels.** Have students take their original stories (from reflection) about a food's travels from the farm to their table, illustrate it fully, and then read their stories to a younger class (grades K-2) to teach them about the food system.



**Local.** Invite your school district's Food Service Director to talk to the class about how foods for school meals are purchased, and what food, if any, is purchased from local producers.

**Farm Visit.** Identify local agricultural sources (farm, farmers market, food co-op, or community garden). Take a field trip to discover and identify the variety of fruits and vegetables grown at one of these sources. Have students work in small groups to prepare interview questions for farmers, market managers, or garden caretakers before the trip. If your class is unable to take a trip, invite a local farmer to visit your classroom.

# Teacher Handout

## THE FARM TO PLATE GAME!

### Teacher Instructions:

This game can be played by the whole class or by individual students as an independent activity. There are nine cards (see p. 66), each with a different role\* in the food system. Assign a student or group of students to each role. Print out the sheet of cards and cut along the dotted lines. **Tip!** To make them more durable, you may want to print on card stock or laminate.

**Note:** This is not a complete food system list, and some roles may fit in at multiple stages of the system. (For example, there may be several "Food Transporters" which can fit in different stages of the system.) The important thing is to understand that there are stages of the food supply system and what each role fulfills. You may add to the list of roles after researching more details and steps of the food system with your students.

### How to Play:

**Objective:** To arrange the cards, or students holding the cards, in the correct order to show how food moves from farm to plate.

**Independent Play:** Shuffle the cards and place them face down on the table. Start a stopwatch/timer and then turn the cards over quickly. Arrange the cards in order, showing how food moves from the farm to the table. When finished, stop the stopwatch and record the elapsed time. Check the order of the cards with the answer key. If an error was made, try the game again. Have students try to improve the time it takes to correctly arrange the cards.

**Class Play:** Designate one student as **The Educated Consumer** to arbitrate all disputes. Shuffle the cards, and then hand a card, face down, to each student or group of students. Start a timer and then have each student turn over his or her card. Students work cooperatively to arrange themselves in a line, showing the correct order in which food moves from the farm to the table. In case of a dispute, students will ask for aid from **The Educated Consumer** to resolve the dispute. When the students are finished, stop the stopwatch and record the elapsed time. Check the order of the cards with the answer key at right. If an error was made, have students try the game again and attempt to improve their time.

### ANSWER KEY AND ROLE DEFINITIONS

#### Order of the Farm to Plate Cards:

##### 1) Farmer (Producer)

A person/company who grows and harvests food on a farm

##### 2) Food Inspector

A person/company who visits farms or processing centers to ensure that foods are grown and processed safely

##### 3) Food Processor

A person/company who washes, cuts, mixes, and packages food from the farm

##### 4) Food Transporter

A person/company who moves food from one location to another, such as by truck, train, ship, or airplane

##### 5) Food Distributor

A person/company who decides which stores receive the food

##### 6) Advertiser

A person/company who designs the advertisements that promote food to consumers

##### 7) Grocer/Food Retailer

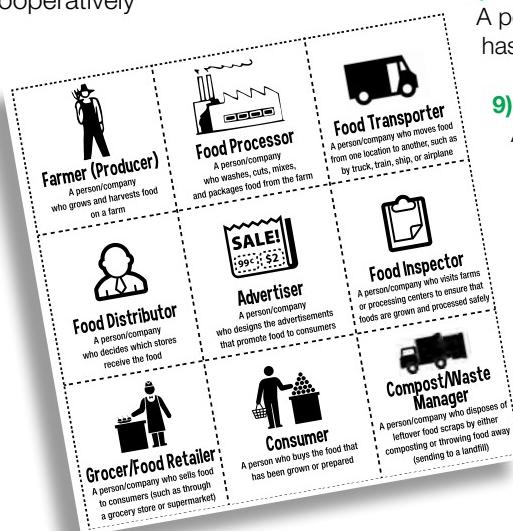
A person/company who sells food to consumers (such as through a grocery store or supermarket)

##### 8) Consumer

A person who buys the food that has been grown or prepared

##### 9) Compost/Waste Manager

A person/company who disposes of leftover food scraps by either composting or throwing food away (sending to a landfill)



### Key Message:

A lot can happen when you eat your colors.  
Make half your plate fruits and veggies.  
They'll help you eat smart to play hard!

**Subject Connections:** Science, Health

### Learning Objectives:

#### Students will be able to...

- Describe how both plants and people need nutrients to grow and be healthy.
- Identify nutrients provided by fruits and vegetables.
- Explain the importance of eating a variety of vegetables from all of the vegetable subgroups.
- Identify beans and peas.
- Summarize the health benefits of eating beans and peas.

### Supplies:

- Access to sink with warm, running water and soap
- Can opener, large mixing spoon, colander, measuring cup, 2 large serving bowls, bowls, spoons, and napkins for each student
- 6 plastic bags with zipper-style closure, paper towels, pan/tray, 1 680-mg packet of lettuce seeds, bowl, sponge, tape, 1 opaque plastic bag, 1 cup potting soil

### Garden Journals

- Student handouts (pp. 69–74):
  - Nutrient Knowledge Flashcards**
  - Case of the Missing Subgroup**
  - A Lot Can Happen When...**
- Optional** (flipbook extension): Colored pencils, blank paper or index cards
- Dig In!** posters – **Leafy Green DJ, Veggie Rock Stars, Dancing Beans**

### Featured Fruits and Vegetables:

#### Black bean

Provide dry samples of black beans for students to observe and cooked samples of black beans for students to taste (or 2 15-oz cans, rinsed, drained (no salt added). (See recipe on p. 30 to adjust amounts.)

#### Additional Foods:

Recipe on p. 30 serves 6; adjust as needed: canned whole-kernel corn (no salt added), tomatoes or jar of salsa, 3 cups (1 bag) of baked tortilla chips. Optional: lime juice, cucumber, onion, melon, red bell pepper, and cilantro. Provide water (and cups) for students to drink as they taste the vegetables.

# Lesson 3: Healthy From the Ground Up

**TOTAL TIME REQUIRED:** 165 minutes / 3 sessions

**Session 1: Getting Started** 20 min (Health);

Activity I "Seed Race!" 40 min (Science)

**Session 2: Activity II "Veggies: Nature's Rock Stars"**

40 min (Health/Science/Math);

Activity III "Taste the Power of the Bean!"

20 min (Science/Health)

**Session 3: Reflect** 45 min (English Language Arts/

Health)

### LESSON OVERVIEW:

In this lesson, students learn that people and plants need nutrients to be healthy and grow. They will conduct an experiment observing how seeds grow in various conditions, with and without nutrients, and draw conclusions about their own needs and health. Finally, students will play a game that helps them identify and classify various vegetables and create new, healthy meals.

**ESSENTIAL QUESTIONS:** *What do living things need to survive, stay healthy, and grow? How do plants and people get their nutrients? What is a nutrient, and where can I find what I need?*

### TEACHING PROCEDURE:

#### GETTING STARTED (20 minutes, Health)

- Write "Healthy Plants" on one side of the board and "Healthy People" on the other. Start a discussion by asking students how we are similar to and different from plants. Ask students if they can describe what each needs to live and grow. Allow students to share their ideas. Guide student answers to reflect water, air, sunlight, and food for both plants and people. Ask students if there are other things people might need to be healthy (for example, physical activity, sleep).
- Explain that we need nutrients, just like plants do. **Nutrients** are the substances in food that plants and people use to grow and be healthy. What are the six nutrients people need? (**Carbohydrates, Proteins, Fats, Vitamins, Minerals, and Water**) Explain that some nutrients give the body energy – which we use for body processes, like digestion and breathing, as well as for physical activity, like running and jumping. Nutrients that give us energy are carbohydrates, proteins, and fats. Vitamins and minerals are nutrients that do not provide energy, but have other roles that help the body grow and stay healthy (for example, help our skin stay healthy or our teeth stay strong).
- Ask: *Where do plants and people get nutrients?* Plants get their "food" nutrients from the soil in which they grow. They also make their food through **photosynthesis** – a process by which the plant makes food energy from sunlight. People get the nutrients they need by eating a variety of foods – from plants (fruits, vegetables, grains, nuts, and seeds) and animals. Fruits and vegetables provide many important nutrients people need to be healthy and grow.



- 4.** Explain and summarize the connection that healthy plants have to healthy people. Healthy edible plants provide food that gives people nutrients they need to live and grow.

## LEARNING ACTIVITIES

### Activity I. Seed Race! (40 minutes for experiment; 5 days of observation, Science)

**Prepare:** Set up a station in the classroom where student groups can work on observing a seedling race. Provide materials: pan/tray, plastic bags with zipper-style closure, lettuce seeds, container filled with water, cup of soil, sponge for spills, tape, paper towels. You will conduct the experiment as a demonstration for students to observe. Prelabel six bags with "Condition 1" through "6" as listed below.



- Explain that the class will conduct a seedling race to investigate how plants respond to different conditions in order to understand how access to nutrients affects their health and growth. Ask students to have their **Garden Journals** ready to write down their predictions, observations, and conclusions. Show students the materials you have assembled. Let them know that you will be creating six different growing conditions for the seedlings. **Note:** Explain what you are doing every step of the way during the experiment. Invite a different volunteer to help with the setup of each condition. After each step, ask students to raise their hands if they think the seed will grow. Keep track of their predictions on a chart. Ask students to explain why they think the seed will or will not grow. A lettuce seed is about half the size of a grain of rice. Each 680 mg lettuce seed packet contains approximately 800 individual seeds. For each condition, you will need a "pinch" of seeds – about 10-15 seeds. The paper towels give the seeds a surface to hold on to. For Conditions 1-4, keep the plastic bags open. For those conditions that use water, place them in a bowl or cup to keep them stable. Place the experiments on a tray near a window with natural light.

**Condition 1:** Place a paper towel in a bag with a pinch of seeds.

**Condition 2:** Place a paper towel in a bag, add seeds, and fill bag  $\frac{3}{4}$  full with water.

**Condition 3:** Place a paper towel in a bag, add seeds and soil, but no water.

**Condition 4:** Place a paper towel in a bag, add seeds, soil, and 2 Tbsp water.

**Condition 5:** Place a paper towel dipped in water in a bag, add seeds, press the bag from the bottom to the top to release all extra air, and then seal shut so all extra air and space are limited.

**Condition 6:** Place a paper towel dipped in water in a bag, add seeds, and then cover bag with a larger opaque plastic bag that will not allow light to come through.



#### Teacher Tip!

Lesson 4 offers an opportunity to study and discuss what plants need to survive, stay healthy, and grow with a plant growing experiment and discussion of tropisms (see pp. 33-34).



### SEEDLING RACE FLIPBOOKS (SCIENCE)

Students can make flipbooks animating the seedling experiment! Have students draw their observations each day using colored pencils on blank paper or index cards. Drawings should be approximately the same scale and in the same location on the card each time. Instead of having students draw each of the six seedling conditions, designate one condition of the experiment to every student. Have them create a cover with "Seedling Race," their name, the experiment conditions, and date on it. Staple on the left, flip through, and see the seeds grow!

### GARDEN TEAM TASK

Send out your garden teams with hand shovels and plastic cups to gather soil samples from the garden, or possible garden sites, to observe what is in soil. Provide students with magnifying glasses to look at the soil more closely. Encourage them to observe and note the color, shapes, and size of particles. What do they notice?

Let them help you collect samples from your garden plot/location for soil testing.

( pp. 94-95) Explain that soil testing can measure pH (soil's acidity and alkalinity) and determines if there is too little or too much of a nutrient (such as calcium or magnesium) in the soil. This information helps growers know whether and how much fertilizer or compost to add to the soil so the plant will have the nutrients it needs to grow. When plants are growing, they take nutrients out of the soil. Over time, nutrients must be added back to the soil so that the garden or farmland will continue to support healthy plants.

## LESSON 3

### WHAT'S IN HEALTHY SOIL?

Soil is not just dirt. Healthy soil is loaded with nutrients! If plants don't get all the nutrients they need from the soil, they will likely have discolored or poorly formed leaves and will not form fruits well. Here is just a sampling of what is found in healthy soil:

**Nitrogen:**  
needed for healthy leaf growth

**Phosphorus:**  
helps roots grow

**Potassium:**  
helps the flowers and fruits grow

**Calcium:**  
helps build plant cell (basic structural and functional unit of all organisms) walls

**Magnesium:**  
helps in photosynthesis (the process by which plants turn sunlight into food)

**Sulfur:**  
helps form chlorophyll (the green pigment in plants that absorbs light)

Healthy soil also has decomposers (living creatures such as fungi, bacteria, earthworms, lichen) that break down dead plant material to release nutrients back into the soil. Rocks, made up of different minerals, are also found in soil and contribute to soil quality as they break down. (leaf icon) pp. 94-95



**Teacher Tip!** Display the **Dig In!** posters (Leafy Green DJ, Veggie Rock Stars, Dancing Beans). These posters feature vegetables from the **Dark-Green, Red and Orange, and Beans and Peas** subgroups, respectively. How many can your students identify? For a complete list of all the vegetables in each poster, go to:  
[http://teamnutrition.usda.gov/  
Resources/dig\\_in.html](http://teamnutrition.usda.gov/Resources/dig_in.html)

**2.** Ask: Which seedling will sprout and grow the most? Which will be the "healthiest"? Have students make a chart across two pages in their **Garden Journals** with the left-hand column labeled 1-6, and space to write down the six conditions of the experiment. They should write their predictions next to each in the next column, along with their reasoning. They will then create five more columns labeled "Day 1," "Day 2," "Day 3," and so on. Each day, they will observe the seedlings, write their observations and make a sketch (see sidebar on p. 27 for flipbook activity). **Note:** Students should ideally observe the experiment at the same time each day. You may also need to add water to the conditions that require water if it has evaporated.

**3.** One week later, review the results of the experiment. Have students write their final observations and sketches of each condition. Then, lead a discussion by asking: *How do the results match up to their predictions? Which seedling grew the most? What can they conclude based on this experiment? What do plants need to grow, be healthy, and survive?* (Nutrients – water, air, space, food, light.)

### Activity II. Veggies: Nature's Rock Stars! (40 minutes, Health/Science)

**1.** Now that students have seen what plants need to grow and be healthy, ask students to think about what their bodies need to grow and be healthy. Explain that eating foods from the five food groups provides the **nutrients** the body needs. **MyPlate** reminds us to make half our plates fruits and vegetables because they provide many important nutrients for the body. Distribute the **Nutrient Knowledge Flashcards** (pp. 69-71). Give students time to cut, fold, and tape each flashcard. Have students quiz one another using the flashcards, then discuss the terms as a class.

**2.** Explain that different vegetables have different nutrients. To help people get all of the nutrition they need, nutritionists have divided the **Vegetable Group** into five subgroups. Identify each vegetable subgroup by writing them on the board: **Dark-Green Vegetables, Red and Orange Vegetables, Beans and Peas, Starchy Vegetables, and Other Vegetables**. Explain that eating a variety of vegetables from all of five subgroups during the week helps give the body the nutrients it needs. Share the key message with students (p. 26).

**3.** Ask: *Why aren't all green vegetables in the Dark-Green Vegetable Subgroup?* Explain that some of the "Other" vegetables, like zucchini and cucumbers, are different from **Dark-Green Vegetables** because they are not green inside – they are white inside and only have a green outer skin or peel. Vegetables in the **Other Vegetables Subgroup** are also lower in certain nutrients than **Dark-Green Vegetables**. For instance, green beans are lower in vitamins A, C, and folate than most **Dark-Green Vegetables**.



**4.** Why aren't beets (the roots) in the **Red and Orange Vegetable Subgroup?**

Beets are different because those that are most commonly available are a purplish color, which is different from the red seen in red peppers or the orange in carrots. Beets are also lower in some nutrients than **Red and Orange Vegetables**, such as vitamins A and C. Therefore, because of the color and nutrients they provide, beetroots are part of the **Other Vegetable Subgroup**. **Note:** The green leafy tops of beets can also be eaten. These beet greens are in the **Dark-Green Vegetable Subgroup**.

**5.** Finally explain that **beans** and **peas** are special. Why? Because they fit into TWO food groups: the **Vegetable Group** and **Protein Foods Group**. First, ask students if they have ever heard the word "**legumes**." Beans and peas are sometimes called legumes (*plants that bear their fruit in seed pods*). Explain that beans and peas contain various nutrients such as vitamins and minerals, but they also contain **protein**, which helps the body build strong muscles, bones, blood, and skin.

What veggies are part of the **Beans and Peas Subgroup**? Why aren't green (string) beans and green peas in the **Beans and Peas Subgroup**? Green peas have similar nutrients to other starchy vegetables. Therefore they are grouped within that subgroup. Green beans are in the "other" vegetable subgroup. Vegetables found in the **Starchy** and **Other Subgroups** are still healthful choices. In fact, eating vegetables from all the subgroups helps you get the nutrients you need to play hard and be healthy.

**6.** Lead a discussion by asking students the following questions: *Did you know that very few Americans eat enough fruits and vegetables, especially dark-green, red and orange vegetables, and beans and peas? How often do you eat these vegetables? What vegetables do you eat from the vegetable subgroups?*

**7.** Provide students with the **Case of the Missing Subgroup** handout (pp. 72-73). Explain that the handout features a sample weekly school lunch menu, but it's missing a vegetable subgroup. Ask students what subgroup is missing (**Dark-Green Vegetables**), and to identify ways to include a vegetable from the missing subgroup on the menu. Students can work alone or in pairs. Invite them to share their answers with the class and discuss different possibilities.

### ANSWER KEY: *Case of the Missing Subgroup* handout

#### Missing Subgroup: Dark-Green Vegetables.

#### Vegetables from the remaining subgroups include:

**Other:** iceberg lettuce, zucchini, cauliflower

**Starchy:** corn, green peas

**Beans and Peas:** baked beans

**Red and Orange:** sweet potatoes, carrots, tomatoes (on pizza)

#### Solutions to complete the menu (more than one answer possible):

Use romaine lettuce or spinach in the salad on Thursday or serve broccoli instead of corn on Wednesday.

## ADDITIONAL EXAMPLES OF VEGETABLES FOUND IN EACH SUBGROUP ARE:

**Dark-Green Vegetables:**  
leaf lettuce, collard greens, kale, Swiss chard, bok choy

**Red and Orange Vegetables:**  
pumpkin, acorn squash

**Beans and Peas** (these also fall under **Protein Foods Group**): split peas, pinto beans, kidney beans

**Starchy Vegetables:**  
potatoes, jicama, plantains

**Other Vegetables:** artichoke, asparagus, cucumber, eggplant, Brussels sprouts, mushrooms

See more examples in each vegetable subgroup: <http://www.choosemyplate.gov/food-groups/vegetables.html>

## DO FRUITS HAVE SUBGROUPS?

Fruits do not have subgroups, but it's important to eat different kinds of fruits during the week. Melons, citrus fruits, berries, apples, peaches, and bananas are just a few of the many delicious choices.



### DIG DEEPER! (MATH/HEALTH)

For an extra challenge, and applied Mathematics, ask students to graph the nutrient content of different vegetables, such as 1 cup of iceberg lettuce, 1 cup of raw spinach,  $\frac{1}{2}$  cup cooked black beans,  $\frac{1}{2}$  cup cooked corn, and  $\frac{1}{2}$  cup raw carrots (**Note:** 1 cup of raw leafy greens counts as  $\frac{1}{2}$  cup of vegetables). Using the U.S. Department of Agriculture's online **SuperTracker Food-a-Pedia** (<https://www.supertracker.usda.gov/foodapedia.aspx>), have students look up the amount of: protein, vitamin A, vitamin C, fiber, folate, and potassium for each vegetable. A brief video tour on how to use Food-a-Pedia is available at <https://www.supertracker.usda.gov/sitetour.aspx> (see Section 4 of the User Guide). Ask students to create a separate bar graph for each nutrient. (For example, one graph will show the grams of protein for lettuce, raw spinach, black beans, etc.) What do these findings reveal about the importance of eating a variety of vegetables?

### Activity III. Taste the Power of the Bean! (20 minutes, Science/Health)

**Prepare:** Set up preparation and tasting stations for students to make a rainbow bean salsa recipe. For every six students, provide: a large mixing bowl, large spoon, and the ingredients and amounts listed in the recipe below. You can provide more chopped vegetables from the garden, or even fruit, for additional color and flavor, such as: red pepper, cucumber, onion, melon, squeezed lime, and cilantro. Open cans and rinse, drain, and place canned vegetables in bowls for students prior to activity. Provide individual bowls, spoons, and napkins for tasting.

1. Tell students they will prepare and then taste a rainbow black bean salsa featuring colorful vegetables. First ask students to tell what beans they eat the most and how they normally eat them. Ask students to consider including more beans and peas in their diet: *Do you have any favorites? How do you eat them? (Cooked as a side dish, in a chili, cold in a salad, etc.?) What are the different ways beans are sold in a store? (Dry, canned, frozen.) What beans have you tried?*
2. Pass around dry black beans. Let students each take one to touch and observe. Ask if anyone can think of what plant part this comes from (seed). Tell students that black beans can be found year-round in most places and can be purchased dried or canned. India and Brazil grow the most beans worldwide, while North Dakota, Michigan, and Nebraska are the top bean producers in the United States.\* Which beans are growing, or could be growing, in the garden?  
*(\*Sources: Food and Agricultural Organization of the United Nations, <http://www.fao.org>; USDA Economic Research Service, <http://www.ers.usda.gov/topics/crops/vegetables-pulses/dry-beans.aspx>)*
3. Have students wash their hands following proper procedures (see p. 5). Instruct students to mix beans, corn, and salsa (and any extra ingredients) in a large bowl. Next, provide each student with a bowl, a spoon, and napkins to sample the salsa with tortilla chips.
4. Have students take notes on the taste in their **Garden Journals**. What do you like about it? Why? Ask: *What other ingredients could we add to the salsa? What other kinds of salsa have you tried?*

### IMPORTANT FOOD SAFETY STEPS!

Please see p. 4 for a reproducible handout to post in a visible location in your classroom. It is important that you follow these steps to keep yourself, your students, and any parents or volunteers safe and healthy.

#### Hand Washing:

All persons participating in the food preparation activity (teachers, students, volunteers, parents) should wash hands before and after preparing, handling, or sampling foods.

**Allergy Alert!** See p. 2 for more information on food safety and allergies before starting this food preparation activity.

### Recipe Rainbow Bean Salsa

**Preparation Time:** 15 minutes    **Serves:** 6

**Serving Size:** ½ cup salsa and ½ cup baked chips

#### Ingredients:

- 1 15-oz can black beans, drained and rinsed
- 1 11-oz can corn (no salt added), drained
- 1 cup salsa or 4 tomatoes, chopped
- 1 red bell pepper, chopped (optional)
- 1 cucumber, chopped (optional)
- 1 onion, chopped (optional)
- 1 cup melon, chopped (optional)
- 2 Tbsp cilantro, chopped (optional)
- 2 tsp fresh lime juice (optional)
- 3 cups baked tortilla chips

#### Supplies:

- large bowl
- colander
- large spoon
- measuring cups

#### Directions:

1. In large bowl, mix together all ingredients except for tortilla chips.
2. Serve with chips to dip. Enjoy!

## REFLECT (45 minutes, English Language Arts/Health)

- By now, students have learned that eating a variety of vegetables can give their bodies the nutrients they need to grow, play hard, and stay healthy. Ask students why they might want to vary their vegetables. (*Eating a variety will give their body different nutrients to grow and stay healthy. It also adds different flavors, textures, and colors to the plate, making meals and snacks more interesting.*)
- Distribute the handout **A Lot Can Happen When...** (p. 74) and read through the instructions with the class. Explain that they will now create an original story in the form of a comic strip finishing the sentence, “A lot can happen when...” Tell them to use the questions to help them brainstorm and begin their visual stories. Ask: *What do you wish could happen to you in a day? What is one of your biggest goals? What is an obstacle you would like to overcome?* Explain that they must use at least one vegetable from the subgroups they have learned about in this lesson. Suggest that they use the vegetables as characters, props, or in the plot of their story. Encourage them to be creative!



Give them 20-30 minutes to write and illustrate their stories, and then ask students to share with the rest of the class.

- Ask students to continue reflecting in their **Garden Journals** on the following questions: *What was the most surprising thing you learned in this lesson? What new vegetables will you try this week? Each day?* Encourage them to think about ideas for breakfast, lunch, snacks, and dinner.

### EXTENSIONS

**Veggies in Our Lunch.** Did you know that schools participating in the National School Lunch Program are required to offer vegetables from each of the five subgroups (**Dark-Green, Red and Orange, Beans and Peas, Starchy, Other**) in their lunches over the course of the week? Have students analyze the school lunch menus to identify vegetables from each subgroup. If your school lunch menu doesn't list the specific vegetables offered (for example, on a salad bar), ask your school district's Food Service Director for this information.

**Analyze Theirs.** Collect menus from local restaurants and have students analyze them to determine which menu features the most vegetables from the subgroups. Have students collect data, then graph it. Can they identify healthy and balanced local meal options?

**Grow Your Nutrients.** Determine which vegetables from the subgroups are growing in the garden. Are there any that you and your students want to add to the garden?

LOOK!  
IT'S A VEGETABLE!  
IT'S A PROTEIN!  
IT'S A SUPERBEAN!

Beans and peas are the rock stars of the garden. They are low in fat, high in fiber, and packed with plant protein. They provide nutrients such as iron and zinc.

This makes them similar to meats, poultry, and fish – which is why they are also part of the **Protein Foods Group**. Here are a few of the most popular beans and peas: kidney beans, pinto beans, black beans, black-eyed peas, chickpeas (garbanzo beans), split peas, and lentils.

They are available in dry, canned, and frozen forms. Do you know all of them? Try a new one!



### Key Message:

**Make half your plate fruits and vegetables. They'll help you be your best at school and at play.**

**Subject Connections:** Science, Health

### Learning Objectives:

**Students will be able to...**

- Demonstrate an understanding of the scientific method by making hypotheses and drawing conclusions based on their own discoveries.
- Identify sources of fruits and vegetables in their school and home environment.
- Describe ways they can add more fruits and vegetables to their meals each day.

### Supplies:

- For plant maze (per group of 3 students): pole bean seeds, small planting container, soil, cardboard box with lid/cover (shoebox), scraps of cardboard to build maze walls, tape, scissors, colored markers, illustration of sample mazes
- Access to sink with warm, running water and soap
- Access to a food preparation sink for rinsing broccoli
- Poster board and art supplies
- **Garden Journals**
- Student handouts: (pp. 75-77)
  1. **A-Maze-Ing Light**
  2. **Fuel Up With Veggies... Zoom to the Finish!**
- **Dig In!** posters – Race Car, Video Game

### Featured Fruits and Vegetables:

#### Broccoli

Provide enough raw samples for students to observe and taste, either from the garden or purchased from a market. Provide water (and cups) for students to drink as they taste the vegetables.

### Additional Foods:

Dressings or dips (for example, hummus, balsamic vinaigrette, or ranch dressing) – enough for each student to dip broccoli into each.

# Lesson 4: Seeking Out What We Need

**TOTAL TIME REQUIRED:** 120 minutes / 3 sessions

**Session 1: Getting Started** 10 min;

Activity I "A-Maze-ing Light" 40 min,  
2 weeks observation (Science)

**Session 2: Activity II "Seeking Out What We Need"**

40 min (Science/Health)

**Session 3: Activity III "Tasty Broccoli"**

20 min (Health);

**Reflect** 10 min

### LESSON OVERVIEW:

In this lesson, students discover how plants respond to their environment and seek out what they need to grow. Students then apply this learning to their own lives as they search for sources of vegetables at school and home. Additionally, students take part in a class challenge: fueling up with a variety of fruits and vegetables ... in a race to the finish.

**ESSENTIAL QUESTIONS:** *What do living things need to survive, stay healthy, and grow? How can I seek out what I need?*

### TEACHING PROCEDURE:

#### GETTING STARTED (10 minutes)

1. Ask students: *What do plants need to grow and survive? How do plants and people seek out what they need to grow and be healthy?* Have them answer in their **Garden Journals** using complete sentences. Invite them to share their answers. Remind them of what they learned in Lesson 3, that plants and people need **nutrients** to live, grow, and be healthy. People can get what they need by eating a variety of fruits and vegetables from each of the vegetable subgroups. Most people need to eat more from the **Dark-Green, Red and Orange**, and **Beans and Peas** vegetable subgroups.
2. Explain to students that they will do an experiment showing how plants respond to their environment. This experiment will help students transfer their understanding of plant growth, to their own nutritional needs, and how they can seek out what they need.

## Activity I. A-Maze-ing Light (40 minutes preparation, 2 weeks observation, Science)

**Preparation (2 weeks in advance):** First, decide how many mazes your class will create. Divide your class into groups of at least three students per maze. For each maze, plant two bean seeds per planting container. Plant one container for you to use as a “Control Bean Plant” (see sidebar). If both seeds in each container germinate, select the strongest seedling, and pull out the weaker seedling. Then, about 4 days before your students begin their observations, place the Control Bean Plant near a windowsill, so that it will begin to grow towards the sunlight. Make sure seedlings are well watered before they are placed in their mazes. Take care not to overwater or the roots will die without enough oxygen in their boxes.



1. Distribute the handout **A-Maze-ing Light** (p.75) to each student, and then divide the class into groups of four to five. Read through all instructions and steps. Ask: *What do you think plants need to grow? (Sunlight, water, healthy soil, air/carbon dioxide) Do you think plants change their growth to follow the sun?* Show students the Control Bean Plant. Ask: *What do you observe about this plant? (It is growing towards the sunlight.) What do you think would happen if we moved the plant? What do you think would happen if we blocked the sunlight somehow?* Have students write down their hypotheses in their **Garden Journals**.
2. Explain to students that they are going to design and build a plant maze to test how plants respond to sunlight and their environment. Give each group the materials required (*cardboard box with lid, cardboard pieces, tape, scissors, potted seedling*). Assure students that the mazes do not need to be complicated to test the hypothesis that plants grow towards light.  
**Note:** *The more complicated the maze, the longer it will take for the bean plant to grow.*
3. Give students 20 minutes to build their mazes. After students have completed them, have them place their bean plant, after watering, inside the box. Then position them so that sunlight will shine into the hole in the box. Have students record their predictions in their **Garden Journals**. Ask: *What do you think your plant will do in the next week? Two weeks?*
4. Have students observe, measure, and record their plant’s growth in their **Garden Journals** each day. They should also check to see if their plant needs water (by lifting lid of cardboard box carefully). If the soil is dry to the touch, they should add a little bit of water. At the conclusion of the experiment, have students record whether their original hypothesis was correct or incorrect, and in what way. Ask: *Were you surprised by your results? What other factors could you add to this experiment to further test your hypothesis? (For example, they could change the location of the hole where the light enters the maze after 1 week, or cover the hole so that no light enters the maze.)*



**Teacher Tip!**

## USING A “CONTROL” IN AN EXPERIMENT

Explain that the “control” in the experiment is a plant that is grown outside of the maze. This plant is not being affected by the conditions in the maze. By comparing a plant grown in the maze to the control plant, you can see which changes the maze environment may have caused. If the control plant and maze plant are affected in a similar way (for example, both plants wilt), then something other than the maze environment likely caused the change (such as too little water).



## DIG DEEPER! (SOCIAL STUDIES)

Explore how humans and animals seek out what they need to survive.

**Have students work in pairs** to research an ancient civilization. Ask them to investigate why they believe people settled where they did. *How were they seeking out what they needed?* (For example, many civilizations would settle near a water source for drinking and to irrigate crops. *Why would other civilizations settle in the mountains? How did they access food and water?*)

**Discuss the topic in more depth** by asking students to think about: What challenges did ancient civilizations have? Are any of these challenges similar to ones we as a modern society have?

**To explore this topic further**, see Lesson 6 (p. 42) for more activities on what foods are grown around the world.

## GARDEN TEAM TASK

Get your garden teams to evaluate the conditions of the plants growing in the garden. Are plants getting what they need? Do they need more light or water? Do they need pruning or more space? Are there weeds that need to come out? Are there additional plants you want to add? Have garden teams sprout seedlings indoors for new plants to add to the garden. Once seedlings have sprouted, have students work together to transplant them into the garden.

(p. 102)



### Teacher Tip!

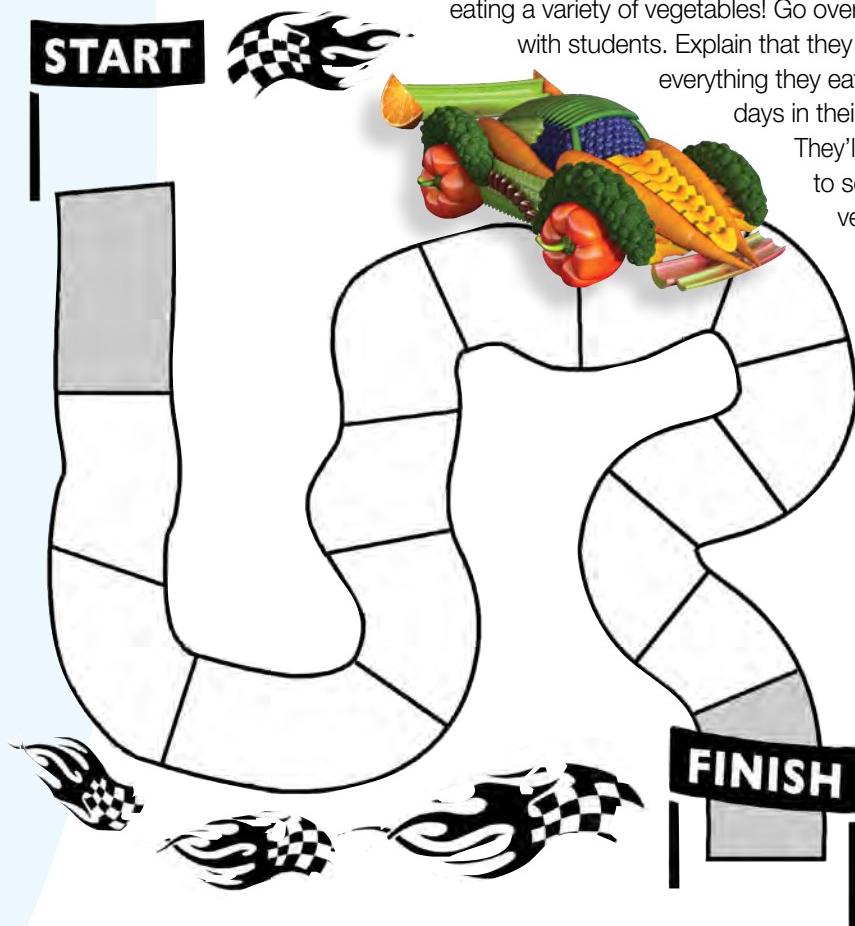
Use this activity as an introduction into the topic of **tropisms** – how plants can change their growth in response to their environment. Plants can show four types of tropisms:

- 1. Phototropism** – the way a plant grows or bends in response to light
- 2. Geotropism** – the way a plant grows or bends in response to gravity
- 3. Hydrotropism** – the way a plant grows or bends in response to water
- 4. Thigmotropism** – the way a plant grows or bends in response to touch

## Activity II. Seeking Out What We Need (40 minutes, 3-day tracker, Science/Health)

**Pacing Note:** In this activity, students will track and assess what they eat for 3 days. It is recommended that you introduce this activity on a Monday, and then wrap up on a Friday.

1. Ask students to reflect on what they discovered about plants from their experiment, and write their reflections in their **Garden Journals**. What do plants need to grow and stay healthy? Plants need **nutrients**, which they get from water, sunlight, air (carbon dioxide), and soil. They also need space to grow. *What do plants do when there is a barrier between them and the light they need?* Explain that as they saw in their experiment, plants seek it out by growing towards the light. This is called **phototropism** (see sidebar).
2. Ask students: *What happens to a plant that does not get quite enough sunlight?* Explain that it may not grow as large or produce as many flowers, leaves, or fruit. Sunlight helps plants turn their food into energy – this is called **photosynthesis**. Ask students: *How do we get our energy? (From food, specifically from eating a balanced variety of foods from the five food groups.)* Ask students: *How can you seek out what you need to grow and be healthy? How can you eat more vegetables?*
3. Distribute the **Fuel Up With Veggies . . . Zoom to the Finish!** handout (pp.76-77). Explain that their challenge is to zoom across the finish line by eating a variety of vegetables! Go over instructions with students. Explain that they will write down everything they eat and drink for 3 days in their **Garden Journals**. They'll use this information to see how many vegetables they've eaten, and if they included vegetables from the **Dark-Green, Red and Orange, and Beans and Peas Vegetable** subgroups.



**4.** Tell students that their race car will move an extra space if they try a vegetable they have never eaten before. Explain that they need to eat a vegetable from the **Dark-Green, Red and Orange, and Beans and Peas Vegetable Subgroups** in order for their race car to cross the finish line.

**5.** Have students respond to the following prechallenge questions in their **Garden Journals**:

- How many different vegetables do you think you eat per day?
- What new vegetables do you want to try? (Especially from the **Dark-Green, Red and Orange, and Beans and Peas Vegetable** subgroups.)
- What are some ways you can add vegetables to your meals?

**6.** Check in with students each day to see how they are doing. After 3 days, have students identify the vegetables they ate and sort them into their vegetable subgroup. Then, ask students to determine how far their car will move along the racetrack based upon the vegetables they ate:

- For each vegetable portion eaten, move one space. They may only count one kind of vegetable once per day. (For example, if on Day 1 they have broccoli at lunch, carrots as a snack, broccoli again and eggplant with dinner, they move three spaces.)
- For each **NEW** (i.e., tried for the first time) vegetable eaten, they get a “**Turbo Boost**” and move ahead one extra space. Students can simply taste a vegetable they have never eaten to get the point. (For example, if they had never tried eggplant, they would get an extra “turbo” point for tasting eggplant. Therefore, on Day 1, they may move four spaces around the racetrack.)
- They may not cross the finish line unless they have eaten at least one vegetable from each of the following vegetable subgroups: **Dark-Green, Red and Orange, and Beans and Peas**. (For example, even if they have eaten enough vegetables to move through all spaces on the racetrack, but have not eaten any vegetables from the **Beans and Peas Subgroup**, they may not yet cross the finish line.)

 **Teacher Tip!** Remind students that eating vegetables from every subgroup can help them be their best, just as they are helping their car zoom across the finish line.

**7.** Ask: Who zoomed across the finish line first? How many different vegetables did the entire class eat? Have students evaluate the results of the challenge by answering these post-challenge questions in their **Garden Journals**:

- How many different vegetables did you eat over the course of 3 days?
- How many new vegetables did you eat over the course of 3 days?
- What were some of the challenges you faced?

Invite students to share their reflections. Then celebrate by allowing students to race around the school track or field and then fuel up with a vegetable snack. Alternatively, recognize students that cross the finish line with race car-themed rewards, such as car-shaped erasers.



### Teacher Tip!

Display the **Dig In! Race Car** and **Video Game** posters in a visible location in the classroom so that students can reference them as they take on the challenge. Can they identify all the fruits and vegetables? Are there any new fruits and vegetables they can try that will help them “zoom” across the finish line?



## BROCCOLI FUN FACTS

### Share With Students:

The word **broccoli** comes from the Latin word “brachium” which means branch, or arm.

### Broccoli is grown

in nearly every U.S. State, including Alaska and Hawaii. California grows the most.

**Broccoli is packed with vitamin C**, which helps heal cuts and wounds and keeps teeth and gums healthy.

### Choose broccoli

that is dark green – which indicates a healthy plant. Avoid broccoli with stalks that bend; open, flowering, or discolored clusters; tough, woody stems.

### Eat smart to play hard with broccoli.

Snack on raw broccoli and low-fat dip. Choose broccoli sides at lunch. Ask your parents to make broccoli for dinner.

## IMPORTANT FOOD SAFETY STEPS!

Please see p. 4 for a reproducible handout to post in a visible location in your classroom. It is important that you follow these steps to keep yourself, your students, and any parents or volunteers safe and healthy.

### Hand Washing:

All persons participating in the food preparation activity (teachers, students, volunteers, parents) should wash hands before and after preparing, handling, or sampling foods.

**Allergy Alert!** See p. 2 for more information on food safety and allergies before starting this food preparation activity.

## COOKING DEMONSTRATION

Invite a chef to come in and demonstrate the cooking of a broccoli recipe. You may also work together with your school's food service staff to see if they can prepare any recipes featuring broccoli for students to sample. (For example, a broccoli stir-fry, broccoli slaw, broccoli-macaroni casserole, broccoli salad, or steamed broccoli with low-fat cheese.) **Dig In! at Home** includes a Chic' Penne recipe that your class may wish to try.



## DIG DEEPER! (SOCIAL STUDIES)

Explore how humans and animals seek out what they need to survive.

- Have students work in pairs to research an ancient civilization. Ask them to investigate why they believe people settled where they did. How were they seeking out what they needed? (For example, many civilizations would settle near a water source for drinking and to irrigate crops. *Why would other civilizations settle in the mountains? How did they get food and water?*)
- Discuss the topic in more depth by asking students to think about: What challenges did ancient civilizations have? Are any of these challenges similar to ones we as a modern society have?
- To explore this topic further, see Lesson 6 (p. 42) for more activities on what foods are grown around the world.

## Activity III. Tasty Broccoli (20 minutes, Health)

**Prepare:** If broccoli is growing in your garden, see if it is ready for harvest. If not, use samples purchased from a market or store. Buy broccoli with the stalk so students can see the whole vegetable as it comes from the plant. Have students help you with preparation (under your supervision). Set up a tasting station with plates and at least three different salad dressings or dips (for example, hummus, balsamic vinaigrette, or ranch dressing).

1. Show students what broccoli looks like when it is harvested from the garden (with stalk). Explain that it can be purchased at the store like this, or precut in bags, or frozen. Review with students by asking: *What part of the plant does broccoli come from? (The floret is the flower, while the stalk is the stem.) What vegetable subgroup does it belong to? (Dark-Green Vegetable Subgroup.)* Share with students some additional broccoli fun facts (see sidebar, p. 35).
2. Have students wash their hands following proper procedures (see p. 5). With supervision, have them rinse the broccoli under cold, running water. Next, have students break broccoli into bite-size sections and plate the samples (If students cannot have access to a clean sink for rinsing the broccoli, provide prewashed, ready-to-eat broccoli for your class to sample.) Each student should get at least four pieces. Ask a volunteer to put samples of the different dips into small plastic cups for each student to try.
3. Have them first note in their **Garden Journals** the taste of the broccoli without dip – observing the texture, flavor, and color. Then ask students to write down their opinions after tasting broccoli with each of the dips.

## REFLECT (10 minutes)

1. Ask students to reflect in their **Garden Journals** on useful tips to share with friends and family of ways to include more vegetables into their meals. Ask: *How can you seek out what you need to make half your plate fruits and vegetables? What vegetable would be fun to eat as a snack after school? What vegetable would make a good “on-the-go” snack?* Split the class into small groups and provide each with poster board and art materials. Have them illustrate their tips on posters to place in the cafeteria.

## EXTENSIONS

**Colorful Survey.** Have students look at the school lunch menu to see if broccoli is offered and how it is prepared. Survey students to see which broccoli offering is their favorite and identify other ways they might like to see it included on the cafeteria menu. Share your results with the District Food Service Director.

**Home-and-Seek.** Ask students to look for fruits and vegetables at home. Have them look in their fridge and pantry, and list in their **Garden Journals** what produce they found. They can help their families by making a shopping list of fruits and vegetables they would like.

# Lesson 5: Eat Your Colors

**TOTAL TIME REQUIRED:** 95 minutes / 3 sessions  
**Session 1:** Getting Started 15 min;  
Activity I “Triple Taste Combo Game”  
20 min (English Language Arts)  
**Session 2:** Activity II “Get Your Engine Going”  
20 min (Health/Science)  
**Session 3:** Activity III “Garden Designers” 30 min  
(Math/Art – can be done with art teacher);  
**Reflect** 10 min

## LESSON OVERVIEW:

Students will learn that including fruits and vegetables of many colors at meals looks attractive, and helps them get the nutrients they need to grow and be healthy. They will also learn more about the **Red and Orange Vegetable Subgroup** and design a colorful garden.

**ESSENTIAL QUESTIONS:** What colorful veggies can flavor up my plate? How can I be sure I'm getting all the nutrients I need?

## TEACHING PROCEDURE:

### GETTING STARTED (15 minutes)

1. Write the following riddles on the board and have students write them down and guess the answer in their **Garden Journals**.

**Q:** “Does this clue ring a bell? I’m sweet, but not spicy.  
I’m no longer green because I’ve been hanging out for a while.”  
**A:** Red and orange bell peppers

**Q:** “I’m one sweet root that’s orange inside.  
Some people confuse me for a yam.”  
**A:** Sweet potato

**Q:** “I’m a crunchy root that’s fun to dip.  
Enjoy me ‘baby size’ or cut into sticks.”  
**A:** Carrot

2. Ask students: *What do these three answers have in common?* They are all vegetables and they are part of the **Red and Orange Vegetable Subgroup!** **Note:** Yellow and green peppers are part of the **Other Vegetable Subgroup**.

3. Review with students that eating a colorful variety of fruits and vegetables at meals and snacks helps their bodies get the nutrients they need to grow and be healthy. Most people need to eat more from the **Dark-Green, Red and Orange**, and **Beans and Peas Subgroups**. (Lessons 3, 4)

## Key Message:

**Rock your colors! Choose red, orange, and dark-green veggies at meals and snacks.**

## Subject Connections:

English Language Arts, Science, Math, Health, Science, Math (Art – see p. 39)

## Learning Objectives:

**Students will be able to...**

- Describe ways to include a variety of fruits and vegetables in their diet.
- Design and plan a colorful garden using a variety of vegetables that grow well together.
- Plan a healthy meal featuring the vegetable subgroups.

## Supplies (per student)

- Access to sink with warm, running water and soap
- Plates, bowls (for dips and fillings), spoons, forks, and napkins (per student)
- Graphing and plain paper, colored pencils, rulers, poster board
- **Garden Journals**
- Student handouts (pp. 78-79):
  1. **Garden Companions**
  2. **My Garden Plan**
- **Dig In!** poster – **Veggie Rock Stars**

## Featured Fruits and Vegetables:

### Red and orange bell peppers

Provide enough raw bell peppers (rinsed, seeded, cut into scoops) to provide students with 4 to 5 scoops. Provide water (and cups) for students to drink as they taste the vegetables.

## Additional Foods:

Provide a variety of fillings for a bell pepper tasting activity on pp.38-39. (For example, brown rice with beans, veggie salsa, hummus, bean dip, or low-fat veggie dip.)



## LESSON 5



### Teacher Tip!

Display the **Dig In! Veggie Rock Stars** poster in the classroom.

Looking at the poster, ask students if they can identify vegetables in the **Red and Orange Vegetable Subgroup**.

Which ones have they tried before, and which ones will they try?

**Note:** A list of all vegetables pictured in the poster can be found at:

[http://teamnutrition.usda.gov/  
Resources/dig\\_in.html](http://teamnutrition.usda.gov/Resources/dig_in.html).

## RED AND ORANGE VEGETABLE SUBGROUP

Acorn squash

Butternut squash

Carrots

Hubbard squash

Pumpkin

Red and orange bell peppers

Sweet potatoes

Tomatoes (including tomato juice and tomato sauce)

## POPULAR AND TASTY COMBINATIONS

**Stew:** Carrots, potatoes, onions

**Chili:** Peppers, tomatoes, kidney beans

**Fruit Salad:** Apple, banana, strawberries

**Crudité Tray:** Broccoli, carrots, celery

**Mixed Vegetables:** Corn, carrots, green beans

## PROFESSIONAL FOOD PREPARATION

Invite a guest chef or dietitian to show the class how to use colorful veggies to make healthy meals appealing. They may wish to demonstrate how to make the Colorful Quesadillas recipe from **Dig In! at Home** and provide samples for everyone to try.

4. Write the words **Red and Orange Vegetables** on the board. Have students volunteer names of vegetables that are in the **Red and Orange Vegetable Subgroup**. List them on the board. **Note:** Beets range from red to deep purple in color; however, it is important to note that they are not part of the **Red and Orange Vegetable Subgroup** (see sidebar).

## LEARNING ACTIVITIES

### Activity I. Triple Taste Combo Game (20 minutes, English Language Arts)

1. Next, play the **Triple Taste Combo Game**. Ask a student to start by naming a colorful fruit or vegetable. Then, ask two more students to name a different colored fruit or vegetable they think might go well with the first one. (For example, the first student might start with “lettuce.” The next two students may volunteer “onion” and “tomato.” The resulting combination would be “lettuce + onion + tomato.”) Ask students where they might eat this combination (*on a sandwich*). Starting with “tomato,” have two more students create another combination.
2. You can also allow students to have one of the three foods in their combination be from another food group (such as yogurt, blueberries, and strawberries). The combinations will get creative and you may come up with some clever new snacks!

### Activity II. Get Your Engine Going (20 minutes, Health/Science)



\***Allergy Alert!** See p. 2 for more information on food safety and allergies before starting this food preparation activity.

**Prepare:** Set up a tasting station with red and orange bell peppers. Rinse and cut enough bell peppers to give students four to five pieces each. Cut the pepper into four to five pieces lengthwise so the curve at the end is shaped as a “scoop.” Get rid of the seeds. Work with parent volunteers or school food service staff to provide a couple of different foods students can use as “fillings” for the red pepper vehicles. (For example, brown rice with beans, salsa, hummus, bean dip, or low-fat veggie dip.) You can also use other veggies or fruit as fillings after they are finely chopped.

1. Tell students they will now taste red and orange pepper vehicles! Explain that these bright colored peppers are part of the **Red and Orange Vegetable Subgroup**, and are full of good nutrients including vitamins A and C. Their shape also happens to make a great “vehicle” to scoop different dips or fillings (whatever you are able to provide).



**2.** First, have students wash their hands following proper procedures (see sidebar). Give students plates, forks, spoons, and napkins. Provide them each with three to five pepper “scoops” and a sampling of dips. Before they fill their peppers with anything, have them taste the pepper on its own and write down their observations in their **Garden Journals**. Next, have them spoon different fillings into their red or orange bell pepper vehicles to taste. Ask students to write down each combination, and a reflection on the flavors of each sample.

**3.** Invite students to share their thoughts. Ask: *What was your favorite pepper vehicle combination? Do you have ideas of other unique combinations you may want to try? How did the combination change or enhance the flavor of the pepper?* If serving orange and red bell peppers, ask them to reflect on whether the two varieties taste different or similar.

### Activity III. Garden Designers (30 minutes, Math/Art)

 **Teacher Tip!** Collaborate with the **Art** teacher to turn student garden plans into colorful works of art. Display them around the school.

**1.** Provide each student with a copy of the handout **Garden Companions** (p. 79). Now that students have explored how to combine colors and flavors in the kitchen using fruits and vegetables, students should continue to think in color, but this time in the garden.

**2.** Ask students: *What new and colorful variety of fruits and vegetables can we grow in our garden? What plants grow well together?* Explain that just as certain foods look and taste good together, certain plants grow better together. (For example, have you or your students ever heard of a “Three Sisters Garden”? It is an ancient and common agricultural/gardening practice of intercropping, or simultaneously growing crops (corn, squash, beans) together in the same area.) Corn grows tall and provides the height and surface for beans to climb. Squash grows low and over the ground, shading the soil and protecting her “sisters” (corn and beans) from weeds. Beans also help her sisters through the roots, which keep the soil fertile with nutrients from the sun. Which of the three sisters are growing in your garden? Do any local farms practice companion planting? ( p. 101)

 **3.** Have students work in their **Garden Teams** to design a colorful garden. Provide them with the handout **My Garden Plan** (p. 78), or graphing and plain paper, colored pencils, and rulers. Alternatively, they can also make collages of images for their garden plan instead of drawing. Encourage them to use the list of fruits and vegetables from the beginning of the lesson (Getting Started, step 4, p. 38) as well as the Garden Companions handout (p. 79), for reference. You may want to set some parameters before beginning, such as the size of the garden or to include certain vegetables (for example, red bell peppers). Have them draw their designs to scale on their graph paper. Otherwise, allow your students to use their imaginations and be creative in designing their own edible garden!



### IMPORTANT FOOD SAFETY STEPS!

Please see p. 4 for a reproducible handout to post in a visible location in your classroom. It is important that you follow these steps to keep yourself, your students, and any parents or volunteers safe and healthy.

#### Hand Washing:

All persons participating in the food preparation activity (teachers, students, volunteers, parents) should wash hands before and after preparing, handling, or sampling foods.



### DIG DEEPER! (SOCIAL STUDIES)

In addition to companion planting, it is important to consider the weather and amount of sunlight and shade in each area of your garden.

- Have students check the garden at different times of the day to determine which plots are the sunniest and shadiest to determine what plants will grow best there.

- Ask students to check the **Growing Guide** ( p. 96-99) to find out which plants can be planted and harvested at the same time of the year. They should factor this information into their garden plans.

## REFLECT (10 minutes)

1. Have students reflect in their **Garden Journals** on the following questions, then invite students to share their reflections with the class: *Why is it important to consider the color of foods when planning a meal? Did your dinner last night include any colorful fruits and vegetables? How about your lunch? How would you feel about eating bell pepper vehicles for a snack at home? What type of bell pepper vehicle would you make for each member of your family?*

## DIG DEEPER! HEALTHY PROMOS



Using the existing **Dig In!** posters as inspiration, have students create their own colorful posters with motivating slogans featuring healthy choices. Then display them around the school and cafeteria as inspiration for others to eat more fruits and vegetables.



## GARDEN DESIGN

If you have just begun your school garden, think about how you can design it to integrate plant companions. (leaf p. 101) Collaborate with your students using their garden design plans. If your garden is already growing, think about what new fruits and vegetables you want to grow. Perhaps you want to expand your garden with new containers or a new garden bed.

## EXTENSIONS

**Rainbow Meals.** Have students collaborate with the cafeteria staff on how to include a colorful variety of fruits and vegetables, present meals in attractive ways, and incorporate garden colors on the school lunch menu. Team Nutrition's *Recipes for Healthy Kids Cookbook* includes kid-tested recipes for Rainbow Rice, Purple Power Bean Wraps, and more!

**<http://teamnutrition.usda.gov>**

**Garden Colors Day.** Encourage kids to choose a rainbow of fruits and vegetables from the cafeteria on a "Garden Colors Day" by rewarding them with inexpensive food-related prizes, such as temporary tattoos of fruits and vegetables or food-themed stickers. Prizes are earned by eating at least three differently colored fruits or vegetables.



# Lesson 6: The Global Garden

**TOTAL TIME REQUIRED:** 140 minutes / 3 sessions  
**Session 1: Getting Started** 10 min;  
Activity I "Fruits and Vegetables Around the World" 40 min (Social Studies/Health)  
**Session 2: Activity II "Global Recipes"**  
20 min (English Language Arts/Health);  
Activity III "Tasty Chickpeas" 40 min (Health)  
**Session 3: Activity IV "Garden Pen Pals"**  
20 min (English Language Arts);  
**Reflect** 10 min

## LESSON OVERVIEW:

In this lesson, students will explore culinary traditions and how fruits and vegetables are grown and cooked around the world and throughout the United States. They will learn about global gardening and how other languages have contributed to our culinary vocabulary.

## ESSENTIAL QUESTIONS:

*What fruits and vegetables are grown near me?  
What are some of the different fruits and vegetables grown around the world?  
How can I eat a fruit or vegetable in different ways?*

## ADDITIONAL SUPPLIES:

Potato masher or mortar and pestle (or blender/food processor), colander, large bowl, large spoon for stirring, tablespoon for serving, measuring cup and spoons, can opener

## ADDITIONAL INGREDIENTS FOR HUMMUS RECIPE:

Recipe on p. 80 serves 8; adjust as needed: cans of chickpeas (rinsed and drained), water, garlic cloves, olive oil or other vegetable oil, lemon juice, salt and pepper, whole-wheat pita breads (cut into triangles), a variety of rinsed and raw vegetables cut into sticks (for example, zucchini, cucumber, carrots). Optional: paprika, tahini\*

**⚠ \*Allergy Alert!** Tahini contains sesame seeds. As noted on p. 2, ask parents to provide information about any food allergies before any class food preparation activities. You may wish to provide parents with a copy of the recipe ahead of time.

## TEACHING PROCEDURE:

### GETTING STARTED (10 minutes)

1. Begin by telling students they will explore what influences their food choices. Ask them to reflect on the following questions in their **Garden Journals**. *How do I decide what to eat? Do I stick to the same foods? How often do I try new foods? What fruits and vegetables do I eat most often? What is the most interesting new food I've ever tried?*
2. Invite students to share their responses and guide a discussion by asking if students decide what to eat based upon: how they know a food will taste, what is available at home or school, a commercial they liked about the food, its attractive packaging, because their friends are eating it, or something else. Ask students to think about what other influences may affect their choices.
3. Ask if students ever tried something new and discovered that they liked it. Invite volunteers to share their stories.

## Key Message:

*Explore the world of possibilities in the garden and on your plate.*

## Subject Connections:

English Language Arts, Math, Science, Social Studies

## Learning Objectives:

### Students will be able to...

- Explain how an environment influences the type of fruits and vegetables that are grown and eaten in a region/culture.
- List ways fruits and vegetables grown in the school garden are prepared and eaten in different regions of the United States and the world.
- Describe various units of measurement used to communicate quantities in a recipe (such as serving sizes and ingredient amounts).
- Identify vegetables that are part of the **Beans and Peas Vegetable Subgroup**.
- Identify three ways chickpeas (garbanzo beans) can be eaten as part of a meal.

## Supplies:

- Plastic gloves, apron, bowl, spoon, napkin (per student)
- Access to sink with warm, running water and soap
- Cookbooks, recipes (featuring a variety of cultures, global recipes)
- Art supplies, paper/poster board
- World map, atlas
- **Garden Journals**
- Student handouts (pp. 80-81):
  1. **Tasty Chickpeas**
  2. **Garden Pen Pals**
- **Dig In! poster – Race Car**
- Optional: Computer access, Internet

## Featured Fruits and Vegetables:

### Chickpea (Garbanzo bean)

Provide enough dry samples for students to observe.



## GLOBAL FOOD STORIES (SOCIAL STUDIES/ENGLISH LANGUAGE ARTS)

Have students research different food stories from their region. (For example, students can use a search engine to find “food news in India” or “children and food in Virginia.”) Encourage students to read a few of the articles presented to learn if anything interesting is happening in their chosen region involving fruits and vegetables. They may be surprised at how often the world thinks about the simple foods they eat every day.

### DIG DEEPER!



Have students map and chart what foods are grown in which U.S. and global region. As a further extension, have students check and identify which items can be found in local markets. Repeat the mapping activity in Lesson 2 (p. 21) to calculate the distances of their favorite fruits and vegetables.

## EXPLORE CULINARY TRADITIONS (SOCIAL STUDIES)

Culinary traditions, like ingredients and flavors, vary around the country and the world. Some European countries traditionally serve their salad after the meal instead of before like in most American restaurants. Some cultures serve sorbet between courses to cleanse the palate. Other cultures have their meals extend for a very long time, rather than eat “fast food.” Culinary utensils also vary. Some cultures eat with their hands or chopsticks, or use plates made of large leaves. Have students further explore their assigned geographical regions to find out more.

## LEARNING ACTIVITIES

### Activity I. Fruits and Vegetables Around the World (40 minutes, Social Studies\*/Health)

\*See sidebars on this page and next for additional Social Studies connections.

- Divide the class into teams of three and assign each group to a different geographical area. Have each team choose a specific fruit or vegetable to investigate from the list below. Encourage each team to choose one that is not so familiar.

**Note:** This is not a complete list.

#### U.S., Northeast

**Fruits:** Wild blueberry, cranberry, raspberry, apple

**Vegetables:** Beans (for example, navy bean), kale, pumpkin, broccoli

#### U.S., Southeast

**Fruits:** Peach, orange

**Vegetables:** Dark-green vegetables (for example, collard, turnip, or mustard greens), beans (for example, black-eyed pea, pinto bean, butter bean, sweet potato)

#### U.S., Midwest

**Fruits:** Apple, cranberry

**Vegetables:** Corn, soybean

#### U.S., Northwest

**Fruits:** Apple, grape

**Vegetables:** Black bean, soybean, pea, potato, turnip

#### U.S., Southwest

**Fruits:** Citrus, grape

**Vegetables:** Spinach, artichoke, leaf lettuce, cauliflower, pea, squash, green pepper, tomato, onion

#### MEXICO

**Fruits:** Pineapple, papaya, guava, prickly pear, pitahaya fruit, melon

**Vegetables:** Beans (for example, pinto bean or black bean), pepper, tomato, plantain, avocado, jicama

#### CHINA/JAPAN

**Fruits:** Citrus fruit, litchi, peach, persimmon, Asian pear

**Vegetables:** Beans (for example, soybean), dark-green vegetables (for example, bok choy), mushroom, yam, taro, pea, bamboo, giant radish (daikon)

#### INDIA

**Fruits:** Mango, banana, Indian gooseberry, citrus fruit, coconut, papaya, starfruit

**Vegetables:** Beans (for example, lentil, chickpea, black-eyed pea), carrot, cauliflower, green bean, green pepper, okra, gourd, taro, potato, cabbage

#### MIDDLE EAST/NORTH AFRICA

**Fruits:** Pomegranate, fig, walnut, quince, date, cherry, apricot, grape

**Vegetables:** Eggplant, chickpea, asparagus, okra, leek, mouloujya

#### CENTRAL/SOUTH EUROPE (FRANCE, ITALY)

**Fruits:** Apple, cherry, peach, nectarine, pear, rhubarb, plum, grape, orange, tangerine, strawberry, apricot, melon, persimmon

**Vegetables:** Tomato, beans (for example, chickpea, fava bean, cannellini bean, lentil), dark-green vegetables (for example, spinach, Swiss chard, broccoli), endive, carrot, beet, turnip, radish, cucumber, asparagus, zucchini

Sources: P. Kittler and K. Sucher, Food and Culture, 5th edition, Belmont, CA: Thomson Wadsworth, 2008; Food and Agricultural Organization of the United Nations (<http://www.fao.org>); U.S. Environmental Protection Agency (<http://www.epa.gov/oecaagct/ag101/cropmajor.html>); USDA (<http://planthardiness.ars.usda.gov>)

- 2.** Ask each group to explore the reason for using specific ingredients. For example, why are some ingredients used in certain geographic areas or cultures? Why do many Asian dishes incorporate rice or soybeans? Why do recipes from Central American countries include beans, corn, and cilantro? Why do Mediterranean dishes use olives, grapes, and tomatoes? (*These foods grow abundantly in those regions.*) Allow students to share their answers. Explain that spices and herbs can vary by country (for example, cumin, garlic, mint, basil, and cilantro) and can be a tasty way to add flavor to food without using as much salt.

 **Teacher Tip!** Connect this activity to the topic of ancient civilizations. See Lesson 4 (p. 33) for more ways to tie the garden to this topic.

- 3.** Explain that long before our world was as connected as it is today, before airplanes could transport foods across continents quickly, people ate only what could be grown in their region. Today, we can try ingredients from all over the world because these foods can reach us before they spoil. But various cultures and regions still prepare traditional foods because they are familiar, delicious, and an important part of their culture.
- 4.** Ask students to also consider why some recipes are traditionally associated with certain seasons. For example, in the United States, why are peaches used in summer recipes? Why are sweet potatoes and cranberries often featured in the fall, or at holidays like Thanksgiving? Why do some towns have strawberry festivals in the spring? (*In the U.S., those are the times when these fruits and vegetables are usually in season, which means they are more plentiful, cost less, and taste the best.*)
- 5.** Have students research their fruit or vegetable using encyclopedias, cookbooks, and other library or online reference tools. What interesting facts can they find out about their assigned food? How does it grow and how is it prepared in their assigned geographic region? For example, **falafel** is a Middle Eastern specialty in which ground chickpeas are combined with spices, shaped into balls or patties, and then fried.
-  **6.** Students will next create an international “passport” for their fruit or vegetable. They should include a photo or drawing of the food, where it is grown, where it travels (export/import), and additional fun facts. Encourage them to think creatively about what can be learned of the region in which their food is found. The origin of fruits and vegetables offers fascinating research!

## Activity II. Global Recipes (20 minutes, English Language Arts/Health)

**Prepare:** Provide students with access to international and regional cookbooks, recipes (featuring chickpeas/garbanzo beans), and/or access to the Internet. Have enough dry chickpeas for each student to observe.

- 1.** Ask students: *Have you ever eaten a chickpea, or a food made from chickpeas? In what form? What plant part are they? (Seed) What vegetable subgroup do they belong to? (Beans and Peas)* Explain that they may also be called “garbanzo beans.”

## LOCAL NATIVES (SOCIAL STUDIES)

Have **Garden Teams** explore and research what grows in and around your region. What is a local native fruit or vegetable? Find out by visiting or talking to a farmer. Is one of the Three Sisters (corn, squash, and pole beans – which are native to America) growing at a farm near you? (See Lesson 5 for more on companion planting.)

## KITCHEN CHIT-CHAT (ENGLISH LANGUAGE ARTS)

**Al dente, croques monsieur, jambalaya, fondue, mince, julienne, sauté, blanche, flambé!**

Students may come across unfamiliar culinary terms as they browse through recipes. Compile a list of new vocabulary words (foods, ingredients, equipment, techniques) and then divide them among students to research.

What they discover may surprise them! Take the meaning and origin of the word “**sauté**” for example. Did you know it is French for “jump?” Quite different from a Southeast Asian “**satay**.”

Have students create trivia questions based on what they learned and use their newfound culinary vocabulary to challenge another class.

## GARDENS AROUND THE WORLD (SOCIAL STUDIES)

**In Africa**, gardeners struggle with long periods of drought. Some farmers use a **Keyhole Garden** to solve this problem. They plant their vegetables in a raised bed the shape of a keyhole (a long column with a circle at one end). There is a heap of compost in the center of the circle. The farmer waters the compost with recycled water which filters through the compost. The water moves down the keyhole, bringing both water and nutrients to the fruits and vegetables planted along the way.

**In New York City**, the tops of the skyscrapers are sprouting **rooftop gardens**! These gardens offer more than delicious local fruits and vegetables; the plants absorb rainwater, which solves the problem of too much water flowing into the city's sewers at one time. The plants also help insulate the buildings from extreme heat or cold.

**In Southeast Asia**, **rice paddies** can be built into steep hillsides as terraces and can be planted next to marshes or rivers. When the paddies are flooded, the rice can grow easily but weeds are discouraged. The water buffalo is well suited to working in wetlands and is used frequently in paddy fields.

**In Mexico**, **chinampas**, or “**floating gardens**,” were built by ancient Aztec Indians in shallow lake beds. The gardens were layered with mud and decaying vegetation until the garden rose above the level of the lake. The gardens were in small rectangles separated by channels just wide enough for a canoe to pass. These “islands” had very high crop yields with up to seven crops a year.

- 2.** Distribute the handout **Tasty Chickpeas** (p. 80). Pass around dry chickpea samples so that each student gets one to touch and observe. Explain that chickpeas are harvested from the seedpod of a chickpea plant. Show them an example of a chickpea plant in the garden (if growing) or on the handout.

- 3.** Explain that the chickpea is a small, round bean with a mild, nutty flavor. They are the seed of the plant and grow inside a pod usually 1 inch long and 1 inch wide (similar to the size of a quarter). They are grown throughout the Middle East, India, Turkey, Africa, and the United States. The bushy plant with feathery leaves grows to about 18 inches tall and has either white or violet-colored flowers depending on the variety. The chickpea itself can vary in color from dark green to a light brown when harvested. When harvested from the garden, chickpeas are first dried, then the outer thin shell is peeled off. You can buy them at the grocery store dried or canned. Before cooking, dried beans are soaked in water to soften the beans and reduce cooking time. One way is to soak the beans overnight. The beans are then drained, rinsed, and cooked in fresh water. Canned beans have already been soaked and cooked. They are often drained and rinsed before using them in a recipe.



- 4.** Explain that there are lots of tasty ways chickpeas are prepared and eaten around the globe. Have students search online for recipes that contain chickpeas. For instance, try the **Recipe Finder** at <http://recipefinder.nal.usda.gov/> or the **Recipes for Healthy Kids Cookbook** at [http://www.teamnutrition.usda.gov/Resources/recipes\\_for\\_healthy\\_kids.html](http://www.teamnutrition.usda.gov/Resources/recipes_for_healthy_kids.html).

**Note:** If your class is not able to search for recipes, you may complete steps 5-7 using the Happy Hummus Recipe on the student handout.

- 5.** Ask students to identify the key elements required in a recipe (name of recipe, amounts of ingredients, preparation time, equipment, cooking instructions, and number of servings). List these on the board. Discuss the purpose of this information. What happens if something is missing? (For example, without proper measurements for each ingredient, the dish may not taste the same each time.) What other features make a recipe seem enticing? (Color photographs? Illustrations? Simplicity?) Add these to the list on the board.

- 6.** Next, each group will decide on one chickpea recipe to examine. First, have students study the ingredients. Ask: *What other fruits or vegetables are featured? Does the recipe include spices? Are there any ingredients you don't recognize? Can the ingredients be found in the school garden or local market?*



- 7.** As a final journey in their culinary explorations, have students share and present their chickpea recipes in a visual display with a world map. Hang this in the cafeteria or school hallway to share the international adventures with the rest of the school.

## Activity III. Tasty Chickpeas (40 minutes, Health)

 \***Allergy Alert!** Tahini (sesame seed paste) may be a food allergen for some children. If needed, you may omit tahini as an ingredient. See p. 2 for more information about food allergies.

**Prepare:** If you have a school garden and are growing chickpeas, try this hummus recipe with chickpeas harvested from your garden. ( p. 104) If not, you may use dry (and prepared) or canned (rinsed and drained) chickpeas. See the recipe on the student handout (p. 80) for all ingredients and equipment needed. Set up a prep station for a group of four to six students with all of the supplies required, including bowls of chickpeas. Each group should prepare its own recipe. Provide plastic gloves, a plate or bowl, spoon, and napkin for each student. Also prepare additional foods to eat with the hummus (such as sticks of zucchini, bell peppers, carrots, or cucumbers; whole-wheat pita bread). You can also customize hummus by adding red bell peppers, zucchini, or herbs from the garden.

1. Explain to students that in this activity, they will learn about chickpeas and prepare a recipe for hummus provided on the student handout **Tasty Chickpeas**.
2. Before students begin the food preparation, have them wash their hands, reminding them of the proper procedure (see sidebar). Next, divide the class into groups of four to six students. Have students read through the instructions and check that they have all the ingredients to make the recipe at their food preparation stations. Go over any questions. **Note:** You may choose to demonstrate and ask for student volunteers to help you instead of having students work at different stations.
3. Give students 20 minutes to prepare their recipes. They should put on disposable plastic gloves before they handle any food. When the recipe is complete, serve in a bowl garnished with paprika. Explain that this is the traditional garnish for the Middle Eastern dish. Give each student a plate and invite each student to dig in and taste the hummus with different veggie slices and pita bread. Ask them to share what they think about the flavor, texture, and combinations. What are some ways they can eat chickpeas at home?
4. Have students clean up their stations following proper procedures (see p. 4). Cover and refrigerate any leftover hummus, and use within 1 to 2 days.

## Activity IV. Garden Pen Pals (20 minutes, English Language Arts)

1. To complete their culinary exploration, distribute the handout **Garden Pen Pals** (p. 81) to each student. Explain that they will write to a student in another part of the country or the world in an effort to discover new foods and traditions.
2. Visit the **U.S. Department of Agriculture's Team Nutrition** Web site to find other Team Nutrition schools in other areas: <http://teamnutrition.usda.gov/database.html>. Connect by emailing, writing letters, or using online video-chat software to allow your students to connect with their pen pals face to face.

## REFLECT (10 minutes)

1. Have students reflect in their **Garden Journals** on the following questions: *What did I learn in this lesson? What makes me more willing to try a new food? What keeps me from trying something new? What can I do to make fruits and vegetables more interesting?*



## IMPORTANT FOOD SAFETY STEPS!

Please see p. 4 for a reproducible handout to post in a visible location in your classroom. It is important that you follow these steps to keep yourself, your students, and any parents or volunteers safe and healthy.

### Hand Washing:

All persons participating in the food preparation activity (teachers, students, volunteers, parents) should wash hands before and after preparing, handling, or sampling foods.

## EXTENSIONS

### Global Garden Cookbook

Compile your students' recipes into a class cookbook featuring global (and regional) fruits and veggies, or chickpeas, prepared in different culinary and cultural ways. Include fun facts students found on each fruit or vegetable, their illustrations or images ("passports"), a glossary of new vocabulary words, and their reflections. Print copies of the cookbook for each student to bring home to their families, or include it alongside fruits and vegetables at a "Garden Sale" (if your school and local health department policies allow). Use the proceeds to help maintain your school garden!

### World Fruit and Veggie Day

Work with your school district's Food Service Director to plan school lunch menus with an international or regional theme. Share what your students found in their research on ways other countries might prepare chickpeas, and other fruits and vegetables.



### Key Message:

**Taste a tomato, crunch a carrot, or savor a sweet potato. With their bright colors and flavorful tastes, they'll steal the show!**

### Subject Connections:

Math, English Language Arts, Health

### Learning Objectives:

#### **Students will be able to...**

- Identify and choose appropriate units for liquid and dry food ingredients.
- Demonstrate an understanding of unit relationships (proportion) and fractions.
- Explain the amount of fruits and vegetables 5th and 6th graders need each day.
- Convert measurements and make calculations between units of volume and mass.

### Supplies:

- Access to sink with warm, running water and soap
- Garden Journals**
- Student handouts (pp. 82-84):
  - Kitchen Measurement**
  - Chef Challenge**
- Dig In!** poster – **Veggie Rock Stars**

### Additional Supplies and Preparation:

See full instructions to the right.

### Featured Fruits and Vegetables:

#### **Carrot, Tomato, and Sweet Potato (baked)**

Cut up and provide enough samples of raw carrots and tomatoes for students to try in the tasting activity on pp. 49-50, and enough to prepare the recipe on p. 84. Bake slices of sweet potatoes (discuss with school food service) or prepare a second variety of raw tomato. Provide water (and cups) for students to drink as they taste the vegetables.

# Lesson 7: Chef Challenge

**TOTAL TIME REQUIRED:** 185 minutes / 3 sessions

**Session 1: Getting Started** 30 min (Math);

**Activity I "Kitchen Measurements"**

40 min (Math)

**Session 2: Activity II "Taste Your Colors"**

40 min (English Language Arts)

**Session 3: Activity III "Chef Challenge"**

60 min (Health);

**Reflect** 15 min

### LESSON OVERVIEW:

In this lesson, students will work with kitchen measurements, conversions, and calculations. They will use their math knowledge to prepare a recipe with red and orange vegetables. Students will discuss the recommended amount of fruits and vegetables kids need each day and explore physical activity in the garden.

**ESSENTIAL QUESTIONS:** *What tools or equipment do we use to measure liquids and solids? What units are used? How do we make conversions between units? How many fruits and vegetables do I need each day?*

### ADDITIONAL SUPPLIES AND PREPARATION:

#### **For Measurement Excercise (for every four to five students)**

Dry beans, water (provide 2.5 cups per station), liquid and dry measuring cups, measuring spoons, a clear beverage cup with at least an 8-oz capacity, a plate, and a bowl. A variety of food and beverage containers (for example, dry ingredients – dry beans, canned vegetables, bag of rice; liquid ingredients – can of tomato sauce, bottled water, vegetable oil). Foods for measuring (optional): bag of baby carrots, bag of salad greens, strawberries, sample school lunch portions.

#### **Equipment Needed for Recipe**

Can opener, plates, forks, napkins, plastic gloves, and aprons (for each student)

#### **Additional Ingredients for Rainbow Pasta Veggie Salad**

Recipe on p. 84 serves 4; adjust as needed: cooked whole-grain spiral (rotini) pasta (rinsed and drained), a variety of rinsed vegetables (for example, chopped carrots, broccoli florets, green peas, chopped tomatoes, seeded and diced red or orange bell peppers, canned low-sodium chickpeas), light Italian-style dressing (olive oil and lemon juice can be used instead), salt and pepper. Optional: low-fat shredded mozzarella cheese, chopped cooked chicken.

### TEACHING PROCEDURE:

#### **GETTING STARTED (30 minutes, Math)**

- Explain that **MyPlate** provides information on how much people need to eat each day from each food group to be healthy and, for kids, to grow. Explain that the amounts of each food group people need each day depends on their height, weight, gender, age, and physical activity level. Ask: *How do you think your activity level affects the amount of food you need? How might it compare for athletes and nonathletes?*



Explain that people who are more active need more nutrients than people who are not active at all. Share with the class that most moderately active 5th- and 6th-grade students need **1½ cups of fruit** and **2½ cups of vegetables** each day. Does that sound like a lot or a little? Explain that an active 11-year-old girl or boy who gets more than 60 minutes of physical activity each day needs more: 2 cups of fruit and 3 cups of vegetables.

- How much is a “cup” of vegetables? What does 1 cup of fruit look like? Show students the following measurements by using dry beans and water. Place the beans on a plate after measuring and the liquid in a clear beverage cup. Explain what counts as a cup of fruits and vegetables according to **MyPlate**.

- 1 cup vegetables** = 1 cup of most raw or cooked vegetables or vegetable juice. Two cups of raw leafy greens counts as 1 cup of vegetables.
- 1 cup fruit** = 1 cup of fruit or 100% fruit juice. A half-cup of dried fruit counts as 1 cup of fruit.

- Sometimes it's hard to know how much a portion is just by looking at it. Give students a better understanding by providing a variety of dry and liquid ingredients to measure. Divide the class into groups of four to five students per measuring station. Identify the equipment at each station: dry and liquid measuring cups, a set of measuring spoons, scale, plate, bowl, and dry and liquid ingredients (e.g., beans, water).

If possible, have students investigate the following (you may also try measuring portions from that day's school lunch, with assistance from school food service):

- How many baby carrots equal 1 cup? (About 12)
- How many cups of salad are in the portion you normally would serve yourself? (Answers will vary; remember that 2 cups of salad greens are equivalent to 1 cup of vegetables from the **Vegetable Group**.)
- How many large strawberries equal 1 cup? (About eight)

How many cups of vegetables are in a portion served for school lunch? Of fruit? Encourage students to relate the way 1-cup and ½-cup portions look on a plate to the size of common objects. (For example, 1 cup of vegetables might appear like the size of a baseball.)

- Ask students: *What are some ways you could eat 1½ cups of fruit during the day? How could you split this amount up into smaller portions at meals and snacks? (For example, ½ cup at breakfast, ½ cup at lunch, and ½ cup as an after-school snack.) What portion size of vegetables would you need to eat at meals and snacks to total up to 2 ½ cups for the whole day?* Remind students that one easy way to help ensure that they are getting enough is to **make half their plate fruits and vegetables** at meals. Explain that the **MyPlate** icon serves as a visual reminder to eat more fruits and vegetables at meals.

- Ask students to think about why a person might need to use math and measurements when choosing which foods to eat or when preparing a meal in the kitchen. Ask if they have baked or cooked anything. Why is accurate measuring important? Invite students to share their ideas. Explain that proper measurement of ingredients ensures that a recipe comes out correctly. (For example, when baking bread, the correct amount of ingredients will make the bread dough rise and taste right.)



## DIG DEEPER! MORE MATH IN THE KITCHEN (MATH)

Have students look up the amount of sodium and saturated fat in fruits and vegetables and compare it to amounts in salty snacks, such as chips. Use USDA's SuperTracker Food-a-Pedia to look up the nutritional content of various snacks:  
<http://www.choosemyplate.gov/foodapedia>.

## CALCULATIONS IN THE GARDEN (MATH)

Extend your students' practice and understanding of measurements and volume into the garden. There are many ways to measure, collect, graph, and analyze data, including:

**Track** the growth rates of various plants. Measure how the plants grow week by week.

**Record** the temperature of the air and soil in fahrenheit and centigrade.

**Measure** the rainfall each week to determine the watering schedule.



**Calculate** the amount of fertilizer needed per quart and per liter of water.

## LEARNING ACTIVITIES

## Activity I. Kitchen Measurements (40 minutes, Math)

**Prepare:** Display a variety of food and beverage containers with labels for students to study. (For example, dry ingredients – dry beans, canned vegetables, bag of rice; liquid ingredients – can of tomato sauce, bottled water, and vegetable oil.)

1. Write the following measurement abbreviations on the board: **mL, g, oz, Tbsp.** Do your students know what the abbreviations stand for? (This step will help you assess prior knowledge.) Next, write “**volume**” and “**weight**” on the board. Invite students to try to define each before you explain (see sidebar).
  2. Distribute the **Kitchen Measurement** handout (pp. 82-83). Review the measurement abbreviations and discuss the differences and relationships between the U.S. (a.k.a. standard) and metric system.
  3. Have students work in pairs to study the food and beverage containers provided. Do food packages include any units of measurement? Have them write down in their **Garden Journals** any units of measurement they find, and categorize them by **volume** or **weight**.
- Show how they can find measurements in at least two places: on the front of the package/container (*the Net Weight [Net Wt.] of the entire contents in ounces and grams*); on the back or side of package/container (**Nutrition Facts label**). Ask them to notice any differences between the units of measurement of liquid and dry ingredients (see sidebar).
4. Explain that we look at the **Net Weight** of a food product when calculating the ingredients needed in a recipe. For instance, a recipe may call for 16 ounces of pasta or require a 15.5-ounce can of beans.
  5. Sometimes, a recipe will use different measurement units. Conversions to another unit (for example, cups to milliliters) can be made by multiplying or dividing measurements. Ask students to first measure out 1 cup of liquid, then identify how many milliliters it is ( $240 \text{ mL}$ ). Next, give students 20 minutes to measure the liquid and dry ingredients and complete the math problems on their handout using the measurement and conversion chart.
  6. As a review, ask students to demonstrate their understanding of this lesson by asking: *What is the difference between weight and volume?* (Weight measures the heaviness of an object, and volume measures how much a container can hold or how much space an ingredient occupies.) Hold up several packages or cans of food used in the lesson, one at a time. Ask: *What is the weight of this food? What is the volume of this food?*



**The Nutrition Facts label:** Point out the **Nutrition Facts label** and have students note the serving size and servings per package. Explain that people use this information to make healthy choices about food. The nutrition information on the label is for one serving of the food item. But the whole package of the food may contain more than one serving. (For example, a box of crackers might contain 30 crackers, but the “serving size” on the Nutrition Facts label is for only five crackers.) Explain that if people eat more than the serving size listed on the Nutrition Facts label, they are getting more of each nutrient listed on the label, which can include saturated fat and sodium (salt). So, if they eat two servings, they will be eating double the amount of saturated fat and salt listed on the label.

**Sodium:** While our bodies need sodium, too much is not good. Sodium (or salt) is added to foods for flavor and to preserve it. It’s found in many processed foods such as chips, canned soups, lunch meats, and hot dogs.

**Saturated Fats:** These are types of solid fats that are solid at room temperature. They are found in foods such as hot dogs, bacon, regular cheese, whole milk, cakes, cookies, and other baked goods. Eating too much solid fat is not good for our hearts.

## Activity II. Taste Your Colors (40 minutes, English Language Arts)

**Prepare:** Rinse tomatoes, carrots, and sweet potatoes under cool, running water. Scrub carrots and sweet potatoes with a vegetable scrub brush. Peel the carrots and cut them up into sticks. Cut the tomatoes into small wedges or slices. Peel and slice a sweet potato into thin slices, then bake (if possible, ask for assistance from a local chef or school food service staff). If you cannot bake sweet potatoes to sample, provide two varieties of tomatoes to do a taste comparison (for example, a grape tomato versus a Roma tomato). Provide enough samples for each student on plates, along with forks and napkins. Provide drinking water in cups for students to sip between tastings.

- First, have students follow hand-washing procedures (see p. 5). Then, provide each student with samples of carrots, tomatoes, and sweet potatoes. Students should note the color, texture, and taste of each sample and record their observations in their **Garden Journals**. Before they begin tasting, remind them of the class **Tasting Etiquette Guidelines** (established in Lesson 1) and brainstorm appropriate vocabulary (descriptive adjectives) that will help them with their observations. (For example: crunchy, sweet, soft, creamy, hard, tangy, and tender). Have them divide a page, as shown below, using different columns to organize their notes. Encourage them to close their eyes and chew slowly to savor and observe the taste of each red and orange vegetable.

CARROT	Appearance	Texture	Flavor
TOMATO	Appearance	Texture	Flavor
SWEET POTATO	Appearance	Texture	Flavor

 **Teacher Tip!** Display the poster **Veggie Rock Stars** in a visible location in the classroom. Challenge students to identify the red and orange vegetables in the poster. How many have they tried? Can they identify any dark-green vegetables in this poster?

**(Note:** A list of all vegetables pictured in the poster can be found at: [http://teamnutrition.usda.gov/Resources/dig\\_in.html](http://teamnutrition.usda.gov/Resources/dig_in.html))

## VOLUME

is the amount of three-dimensional space something occupies, or the amount an object can hold. Volume is measured in the following units:

**Metric:**

Teaspoon (tsp)  
Tablespoon (Tbsp)  
Cubic Centimeters/  
Cubic Meters (cc/cm)  
Milliliter (mL)  
Liter (L)

**U.S.:**

Fluid Ounce (fl oz)  
Pint (pt)  
Quart (qt)  
Gallon (gal)  
Cup  
Bushel

## WEIGHT

is the heaviness, or downward force on an object caused by gravity. Weight is measured in the following units:

**Metric:**

Grams (g)  
Kilograms (kg)  
Tonnes

**U.S.:**

Ounces (oz)  
Pounds (lb)  
Tons

## IMPORTANT FOOD SAFETY STEPS!

Please see p. 4 for a reproducible handout to post in a visible location in your classroom. It is important that you follow these steps to keep yourself, your students, and any parents or volunteers safe and healthy.

### Hand Washing:

All persons participating in the food preparation activity (teachers, students, volunteers, parents) should wash hands before and after preparing, handling, or sampling foods.

## Recipe

### COOKING PASTA FOR RAINBOW VEGGIE PASTA SALAD

Prepare pasta according to package directions. Different types of pasta yield different amounts.



- Ask students to share their observations. Have students share a meal or snack they have had that has at least one of the featured vegetables: **carrot, tomato, sweet potato**. Make a list on the board. Collaborate on additional ideas. Discuss preparation. (For example, can it be baked? Eaten raw? What goes well with it?)

### Activity III. Chef Challenge (60 minutes, Health)

-  \***Allergy Alert!** See p. 2 for more information on food safety and allergies before starting this food preparation activity.

**Prepare:** Read through the **Chef Challenge** handout (p.84) and assemble the supplies and ingredients needed for the **Rainbow Veggie Pasta Salad** recipe your class will prepare, working in groups of four students. Cook, drain, and chill enough pasta in advance (see sidebar), and have an assortment of colorful vegetables chopped up ahead of time. As an additional option, provide chopped grilled chicken and low-fat shredded cheese. Ask food service staff or parents for assistance.

- Divide the class into groups of four to five students. Distribute the **Chef Challenge** handout (p.84) with a recipe for **Rainbow Veggie Pasta Salad**. Explain that students will work in teams to prepare the recipe featuring colorful fruits and vegetables of their choosing. Have students read through all the instructions, and assess their stations to make sure they have what they need. Have students discuss what colorful vegetables they want to include.
- Explain that they will first need to note and adjust the yield of the recipe to the number of students in their group, according to whether they are cooking for the entire class or cooking for a smaller group of students. They will need to also adapt the measurements of the ingredients. They should write down their new measurements on the handout.
- Review the food safety and preparation steps carefully with students before cooking begins (see pp. 4-5). After they have washed their hands and put on aprons and plastic gloves, have them begin the preparation of their recipe. Arranging the ingredients in an assembly line will make the process easier and allow everyone in the group to participate.

**4.** When they finish preparing their salad, have students clean up their stations, throw away waste or compost the food scraps in the school garden's compost bin, and wash the dishes and all surfaces (including utensils and appliances) carefully with hot, soapy water.

**Note:** If refrigeration is possible, cover and set aside the completed recipes to taste later. If not, save cleanup for after the next step.

**5.** Celebrate by sharing and eating the prepared pasta salad recipes together as a class. Have students wash their hands before eating. Provide each student with a plate and fork and a small sample of each dish. Have students write down, either in their **Garden Journals** or on index cards, their thoughts about each recipe dish using the following questions:

**Recipe:**

- Featured red and orange vegetable:
- Additional vegetables:

**Taste:**

- What do you like about this recipe?
- Do you have an idea of how it could be improved?

Ask students to share their thoughts with the class. Encourage students to say one compliment about each dish, starting with the phrase, “*My compliments to the chef! Your dish was....*”

 **Note:** Make sure to document the process and the final presentations – this activity will guarantee some great photos!

### REFLECT (15 minutes)

Ask students to reflect in their **Garden Journals** on the following questions, then share with the class for a discussion: *Why is it important to eat the recommended amounts of fruits and veggies each day? How do the different parts of a meal work together? Which red and orange vegetable do I eat the most? What surprised me the most about the recipe I made and tasted in class?*

### EXTENSIONS

**Cafeteria Scale.** Have students interview the school Food Service Director to learn how to calculate the amount of a particular fruit or vegetable prepared in the cafeteria each day. For instance, how much spinach is needed to make salads for the school lunch? How many salads does this amount make? How much spinach is in each salad? How does that compare to the volume of what the student might prepare at home? Students will find the difference in scale astonishing!

## ACTIVE GARDENING (PHYSICAL EDUCATION)

Just as there are recommended daily servings of fruits and vegetables, there's a recommended amount of physical activity that kids need each day, and that's at least 60 minutes – most of which should really get your heart beating. Everything counts – even short bursts of activity throughout the day will add up!

## GARDEN TEAMS

There are many ways to be active in the garden. Have students think about and create a list of gardening tasks that gets them moving (for example, weeding, raking, shoveling, watering, pushing a wheelbarrow, planting). Assign garden teams to a task. Students should spend approximately five minutes performing each, and then rotate with another team so that they are given an opportunity to engage in all tasks. Host a garden-themed “field day” with fun activities like a wheelbarrow race, grasshopper jump, or water-can relay.



# Deliciously Edible Plant Parts (Page 1 of 2) LESSON 1 HANDOUT 1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Fruits and vegetables are the deliciously edible parts of a plant!

**Identify!** Look at the images below and see if you can identify each fruit or vegetable. Can you identify what part of the plant it comes from? What other fruits or vegetables can you think of that come from the same part of a plant?

**Explain!** Each plant part has an important job. Explain and write down the function of each plant part, then try quizzing your friends!

**Taste!** Use your senses to write down your observations in your **Garden Journals** from the **Plant Part Tasting Station** activity. Describe **the flavor** (for example, sweet, salty, sour, bitter), **the texture** (for example, crunchy, soft, crisp), and **the appearance** (color, shape, size).

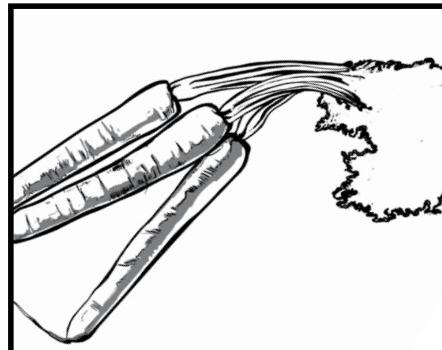
- chickpeas
- zucchini

- leaf lettuce

- broccoli
- celery

- strawberries
- carrots

- tomatoes
- green beans



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Plant Part: \_\_\_\_\_

Plant Part: \_\_\_\_\_

Plant Part: \_\_\_\_\_

Other fruits or vegetables of the same plant part:

---

---

Function: \_\_\_\_\_

Plant Part: \_\_\_\_\_

Other fruits or vegetables of the same plant part:

---

---

Function: \_\_\_\_\_

Plant Part: \_\_\_\_\_

Other fruits or vegetables of the same plant part:

---

---

Function: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_



4. \_\_\_\_\_

Plant Part: \_\_\_\_\_

Other fruits or vegetables of the same plant part:

---

---

Function: \_\_\_\_\_

5. \_\_\_\_\_

Plant Part: \_\_\_\_\_

Other fruits or vegetables of the same plant part:

---

---

Function: \_\_\_\_\_

6. \_\_\_\_\_

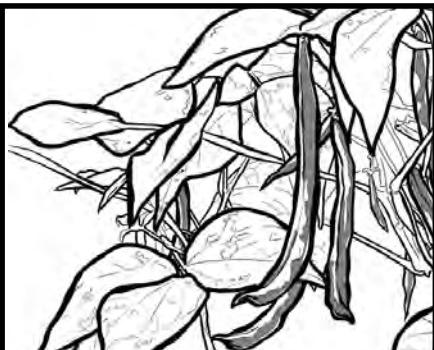
Plant Part: \_\_\_\_\_

Other fruits or vegetables of the same plant part:

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---

Function: \_\_\_\_\_



7. \_\_\_\_\_

Plant Part: \_\_\_\_\_

Other fruits or vegetables of the same plant part:

---

---

Function: \_\_\_\_\_

8. \_\_\_\_\_

Plant Part: \_\_\_\_\_

Other fruits or vegetables of the same plant part:

---

---

Function: \_\_\_\_\_

9. \_\_\_\_\_

Plant Part: \_\_\_\_\_

Other fruits or vegetables of the same plant part:

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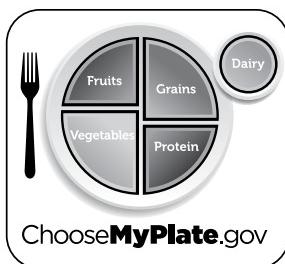
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# Fruits and Veggies on MyPlate

LESSON 1 HANDOUT 2

Name: \_\_\_\_\_

Date: \_\_\_\_\_



Edible plant parts are found in more than two of the five **MyPlate** food groups we need each day for good health. Do you know which ones? (Circle them below).

Fruit Group

Vegetable Group

Grain Group

Protein Foods Group

Dairy Group

Look at the school lunch menu below and fill in the table by answering the following questions:

**1) What is the original ingredient?**

For each menu item, list the major ingredient from which it was made. Pizza is a combination food made up of foods from three food groups. Provide answers for each food in the pizza, as well as for the rest of the meal.

**2) What food group does it belong to?**

**3) Did it come from a plant? Answer “yes” or “no.”**

**4) Which edible plant part is it?**

Lunch Menu Item	Original Ingredient		Food Group	Does It Come From a Plant? (yes/no)	Edible Plant Part
WHOLE-WHEAT CHEESE PIZZA	a. Crust (example)	Wheat Flour	Grain Group	Yes	Seed
	b. Tomato Sauce				
	c. Cheese				
BAKED SWEET POTATO FRIES					
BOWL OF BROCCOLI					
APPLESAUCE					
FAT-FREE MILK					

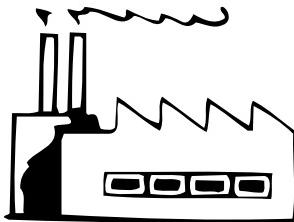
**5) What fruits and vegetables are on this menu? List them: \_\_\_\_\_**

# The Farm to Plate Game! Playing Cards



## Farmer (Producer)

A person/company who grows and harvests food on a farm



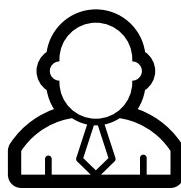
## Food Processor

A person/company who washes, cuts, mixes, and packages food from the farm



## Food Transporter

A person/company who moves food from one location to another, such as by truck, train, ship, or airplane



## Food Distributor

A person/company who decides which stores receive the food



## Advertiser

A person/company who designs the advertisements that promote food to consumers



## Food Inspector

A person/company who visits farms or processing centers to ensure that foods are grown and processed safely



## Grocer/Food Retailer

A person/company who sells food to consumers (such as through a grocery store or supermarket)



## Consumer

A person who buys the food that has been grown or prepared



## Compost/Waste Manager

A person/company who disposes of leftover food scraps by either composting or throwing food away (sending to a landfill)

# Dark-Green Leafy Vegetable Taster (Page 1 of 2)

LESSON **2** HANDOUT 2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

The **Vegetable Food Group** has five vegetable subgroups. One of these subgroups is called the **Dark-Green Vegetable Subgroup**. Vegetables in this group all provide the same kinds of nutrients; that's why they are grouped together. To eat smart and play hard, we need to eat dark-green vegetables every week.

## Which have you tried? Circle:

spinach



green leaf lettuce



bok choy



kale



broccoli



### Spinach Fun Facts

- Fuel up with spinach to eat smart and play hard. It's packed with vitamin A, which helps keep your eyes and skin healthy. It also contains other nutrients your body needs, such as vitamin C, folate, and the mineral potassium.
- Fresh spinach is a tasty way to make your salad or sandwich a little greener. Thawed frozen spinach is great mixed with tomato sauce for pasta or as a topping on pizza.
- California, Arizona, Texas, and New Jersey grow the most spinach in the United States!
- Recipes with "Florentine" in their name contain spinach, such as "Eggs Florentine."

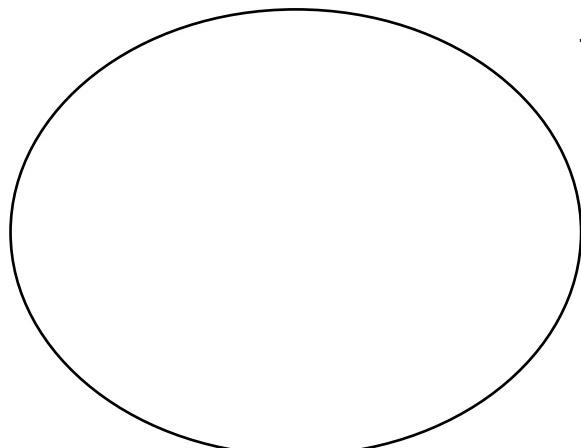


Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Taste**

- 1**) Write down and draw the leafy greens you will taste below.
- 2**) Before you taste, write down your observations about each sample.
- 3**) Taste and chew each sample slowly using all your senses. Write down what you taste. You may want to use some of these adjectives to help you: crunchy, sweet, salty, peppery, fresh, earthy, crisp, soft.

Remember your class's **Tasting Etiquette Guidelines!****1. Dark-green leafy vegetable:** \_\_\_\_\_

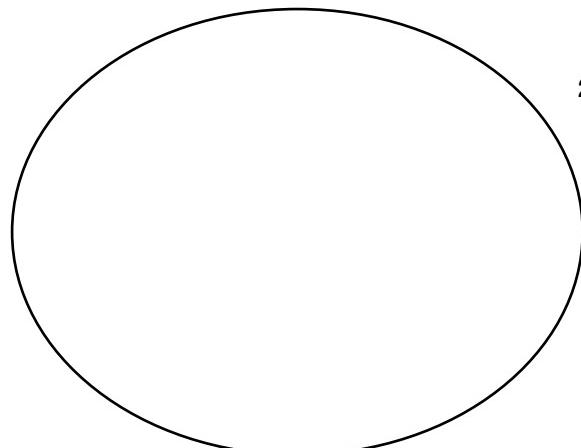
Observation (color, texture, size, shape): \_\_\_\_\_

Taste: \_\_\_\_\_

Dressing (\_\_\_\_\_ ) Taste: \_\_\_\_\_

Dressing (\_\_\_\_\_ ) Taste: \_\_\_\_\_

Dressing (\_\_\_\_\_ ) Taste: \_\_\_\_\_

**2. Dark-green leafy vegetable:** \_\_\_\_\_

Observation (color, texture, size, shape): \_\_\_\_\_

Taste: \_\_\_\_\_

Dressing (\_\_\_\_\_ ) Taste: \_\_\_\_\_

Dressing (\_\_\_\_\_ ) Taste: \_\_\_\_\_

Dressing (\_\_\_\_\_ ) Taste: \_\_\_\_\_

**Reflect and Create**(Answer the following questions in your **Garden Journals**.)

- 1**) Have you ever eaten any of the dark-green leafy vegetables you just tried at home?
- 2**) What dark-green leafy vegetables have you eaten at school?
- 3**) How could you add dark-green leafy vegetables to your lunch? To your dinner? To a snack?

# Nutrient Knowledge Flashcards (Page 1 of 3) LESSON 3 HANDOUT 1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## What is a nutrient?

Nutrients are the substances in food that help us grow, play hard, and stay healthy. Eating a variety of vegetables not only keeps meals interesting, but also helps the body get the nutrients it needs to be healthy. That's because different veggies have different amounts of vitamins, minerals, fiber, and protein. Eating from all five of the **MyPlate** vegetable subgroups each week helps us get the variety we need: **Dark Green Vegetables, Red and Orange Vegetables, Beans and Peas, Starchy Vegetables, and Other Vegetables.**

Cut out, fold, then tape or glue edges of flashcards together. Use them to test your knowledge about nutrients in fruits and veggies. Then quiz your friends and family!

<b>Clues</b> <ul style="list-style-type: none"><li>• Helps my body heal cuts and scratches</li><li>• Keeps my teeth and gums healthy</li><li>• Found in fruits and veggies like oranges, grapefruits, kiwi, tomatoes, strawberries, bell peppers, potatoes, and broccoli</li></ul>	<b>Clues</b> <ul style="list-style-type: none"><li>• Helps my body form red blood cells</li><li>• Found in dark-green veggies (especially spinach), asparagus, Brussels sprouts, beans and peas, and oranges</li></ul>
<b>Vitamin A</b> (Vitamin)  <b>FOLATE</b> (Vitamin)  <b>Vitamin C</b> (Vitamin)	

FOLD



United States Department of Agriculture

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Clues</b>	<b>Clues</b>
<ul style="list-style-type: none"> <li>Keeps my muscles and nervous system working right</li> <li>Helps my body keep a normal heartbeat and blood pressure normal</li> <li>Found in fruits and veggies like bananas, dried apricots, cantaloupe, orange juice, sweet potatoes, white potatoes, white beans, kidney beans, tomato sauce, and spinach</li> </ul>	<ul style="list-style-type: none"> <li>My body uses it to carry oxygen from my lungs to the rest of my body</li> <li>Vitamin C helps my body absorb (take in) more of it</li> <li>Found in dried fruits (like raisins), beans and peas, and dark-green leafy vegetables (like spinach)</li> </ul>
<b>Clues</b>	<b>Clues</b>
<ul style="list-style-type: none"> <li>Gives me energy to run, jump, dance, and even blink my eyes</li> <li>Found in all fruits and veggies</li> </ul>	<ul style="list-style-type: none"> <li>Found in all fruits and veggies</li> </ul>

FOLD

**Carbohydrate****Iron**  
(Mineral)**Potassium**  
(Mineral)

# Nutrient Knowledge Flashcards (Page 3 of 3) LESSON 3 HANDOUT 1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Clues</b> <ul style="list-style-type: none"><li>A type of carbohydrate that my body cannot digest, but has many overall health benefits</li><li>May lower my risk of heart disease and diabetes</li></ul>	<b>Clues</b> <ul style="list-style-type: none"><li>My body uses this to build healthy muscle, skin, bone, and tissue</li><li>Also used for energy</li><li>Found in beans and peas</li></ul>	<b>Clues</b> <ul style="list-style-type: none"><li>Provides energy and helps my body absorb (take in) certain vitamins</li><li>Liquid forms, like oils from avocados and olives, are heart healthy and provide some vitamins.</li><li>Solid forms (at room temperature), like butter and stick margarine, may be added when foods are prepared. Eating too much solid fat is not good for my heart.</li></ul>

FOLD



# LESSON 3 HANDOUT 2 Case of the Missing Subgroup (Page 1 of 2)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

The school lunch menu for the week has just been posted. But it's missing a vegetable subgroup! You now know how important it is to make sure you and your friends eat vegetables from all of the subgroups each week. Can you help complete and improve the menu?

Using the list of vegetables in each subgroup, write the name of the subgroup each vegetable belongs to on the space provided. Study the menu, and answer the following questions:

- How often is each vegetable subgroup on the menu?

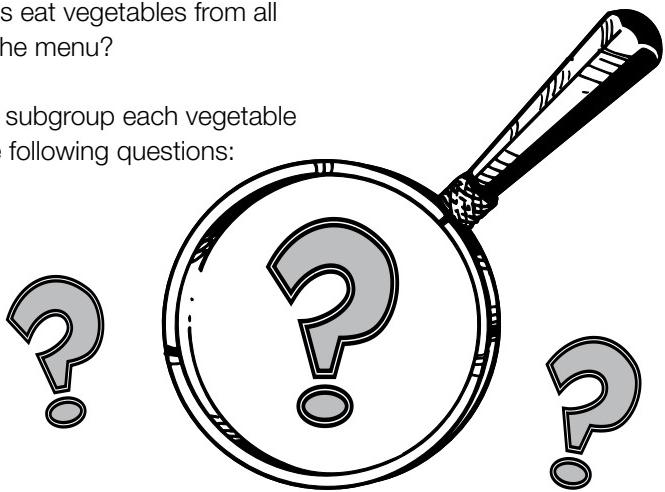
**Dark Green:** \_\_\_\_\_

**Red and Orange:** \_\_\_\_\_

**Beans and Peas:** \_\_\_\_\_

**Starchy:** \_\_\_\_\_

**Other:** \_\_\_\_\_



- Which subgroup is missing? \_\_\_\_\_

- What change could you make so that kids could get all the subgroups during the week? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Tip!** Remember, most people don't eat enough red, orange, and dark-green vegetables, and beans and peas — so try to include these in meals and snacks as often as you can.



# Case of the Missing Subgroup (Page 2 of 2)

LESSON **3** HANDOUT 2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## WEEK 1 – SCHOOL LUNCH MENU

### MONDAY:

Roast Pork  
Steamed Brown Rice  
Glazed Sweet Potatoes  
**(Name of Subgroup:**  
\_\_\_\_\_)

### TUESDAY:

Ground Beef & Macaroni  
Whole-Wheat Roll  
Steamed Fresh Zucchini  
**(Name of Subgroup:**  
\_\_\_\_\_)

### WEDNESDAY:

Chicken Salad  
Whole-Wheat Bread  
Cauliflower  
**(Name of Subgroup:**  
\_\_\_\_\_)

### THURSDAY:

Baked Cajun Fish  
Cornbread  
Baked Beans  
**(Name of Subgroup:**  
\_\_\_\_\_)

### FRIDAY:

Cheese and Tomato Pizza  
with Whole-Grain Crust  
**(Name of Subgroup:**  
\_\_\_\_\_)

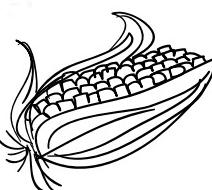
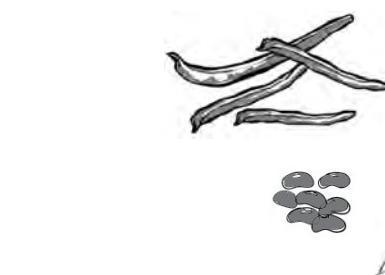
Fresh Grapes  
Fat-free Milk

Banana  
Apple Crisp  
Fat-free Milk

Corn  
**(Name of Subgroup:**  
\_\_\_\_\_)

Iceberg Lettuce Salad  
**(Name of Subgroup:**  
\_\_\_\_\_)

Green Peas  
**(Name of Subgroup:**  
\_\_\_\_\_)



### VEGETABLE SUBGROUP GUIDE (not a full list):

#### Dark-Green Vegetables:

bok choy  
broccoli  
collard, turnip, or mustard greens  
dark-green leaf lettuce  
kale  
romaine lettuce  
spinach

#### Beans & Peas:

black beans  
black-eyed peas (mature, dry)  
chickpeas (garbanzo beans)  
kidney beans  
lentils  
navy beans  
pinto beans  
split peas

#### Other:

asparagus  
avocado  
beets  
Brussels sprouts  
cabbage  
cauliflower  
celery  
cucumbers  
green beans  
green bell peppers  
iceberg (head) lettuce  
zucchini

#### Red & Orange Vegetables:

acorn squash  
butternut squash  
carrots  
red and orange bell peppers  
sweet potatoes  
tomatoes

#### Starchy Vegetables:

corn  
green peas  
plantains  
potatoes  
water chestnuts

#### DO FRUITS HAVE SUBGROUPS?

Fruits do not have subgroups, but it's important to eat different kinds of fruits during the week. Melons, citrus fruits, berries, apples, peaches, and bananas are just a few of the many delicious choices.

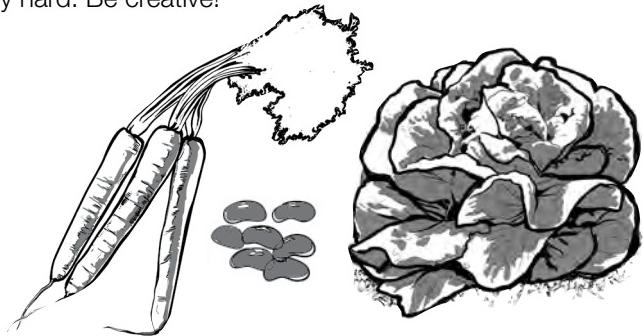
Name: \_\_\_\_\_

Date: \_\_\_\_\_

You've now learned that different vegetables have different nutrients. Eating a variety of vegetables from each of the five subgroups can help you grow, play hard, and stay healthy! Now it's your chance to turn all that you have learned into a comic strip, titled "**A Lot Can Happen When...**" Mention at least one vegetable from one of the five vegetable subgroups in your comic. Tell how eating a colorful variety of vegetables helps you play hard. Be creative!

Use the questions below to help you get your visual story started:

- **What do you wish could happen to you in a day?**
- **What is an obstacle you'd like to overcome?**
- **What is one of your biggest goals?**



## A Lot Can Happen When...


# A-Maze-ing Light

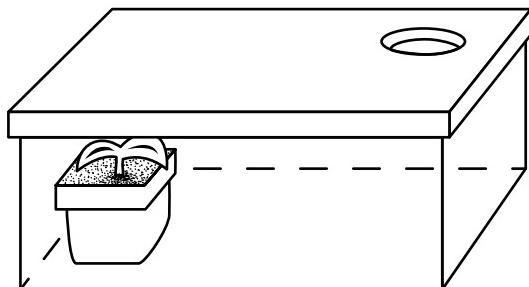
LESSON 4 HANDOUT 1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

What do plants need to grow? Do they seek out what they need? Conduct an experiment to find out! You will build a maze for a bean plant to see what happens when a plant has minimal sunlight.

Sample 1



**1. Hypothesize:** Write down your predictions to the following questions in your **Garden Journal**.

- What do you think plants need to grow?
- Do you think plants change their growth to follow the sun?
- What would happen to a plant if sunlight were blocked?

**2. Design your maze:** It does not need to be complicated to make the experiment successful. Study the mazes to the left. Then use cardboard to create your walls. Make sure there is a hole leading from the outside of the box to the inside. Water your plant before you place it in your maze. Cover the maze and position the box so that sunlight will shine into the box through the hole.

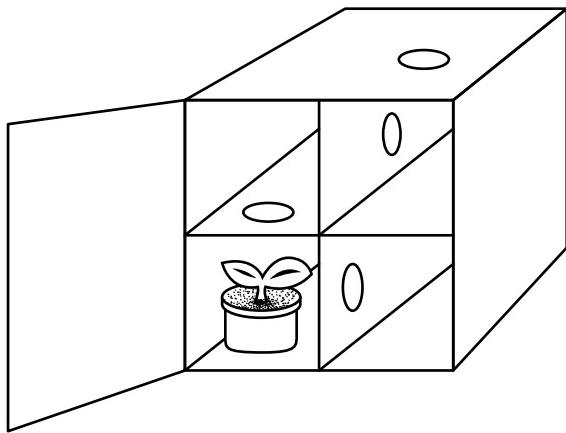
**3. Hypothesize:** What do you think will happen to the plant next week? In 2 weeks? Draw a “prediction growth picture” in your journal mapping the growth pattern you think your plant will take.

**4. Measure:** Check in on your maze every day. If the top of the soil is dry to the touch, add a little water. Measure and record the growth of your plant. Keep this data in your **Garden Journal**.

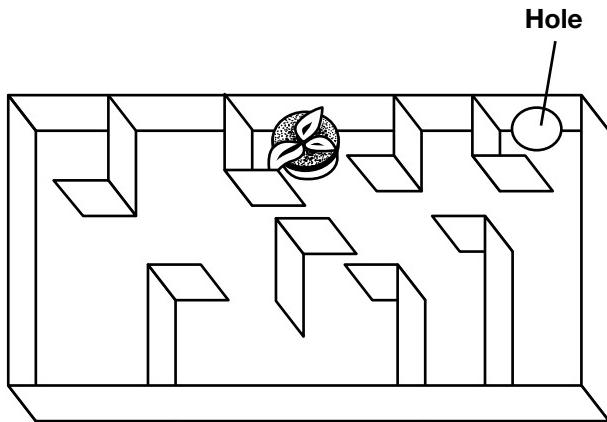
**5. The results:** At the end of the experiment, do a final measurement of the growth of your plant. Write down the results. How do the results compare to your hypothesis? Why do you think it grew the way it did? What can you conclude based on this experiment?

**6. Graph, chart, or map your experiment results.** Then have an A-Maze-ing Plant display! Decorate and color the outside of your mazes.

Sample 2



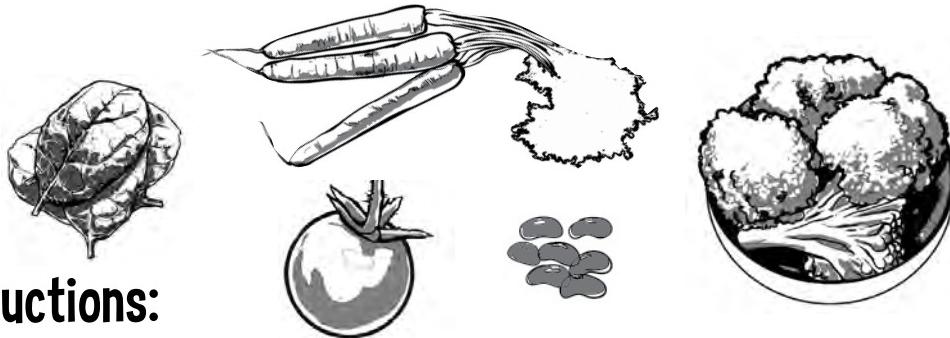
Sample 3



# LESSON 4 HANDOUT 2 Fuel Up With Veggies...Zoom to the Finish! (Page 1 of 2)

Know how you can really get your engine going? Make half your plate fruits and veggies. They'll help you be your best at school and at play.

Are you fueling up with enough dark-green, red, and orange veggies, and beans and peas during the week? Take the challenge to track your meals for three days to find out if, and how fast, you can zoom across the finish line!



## Challenge Instructions:

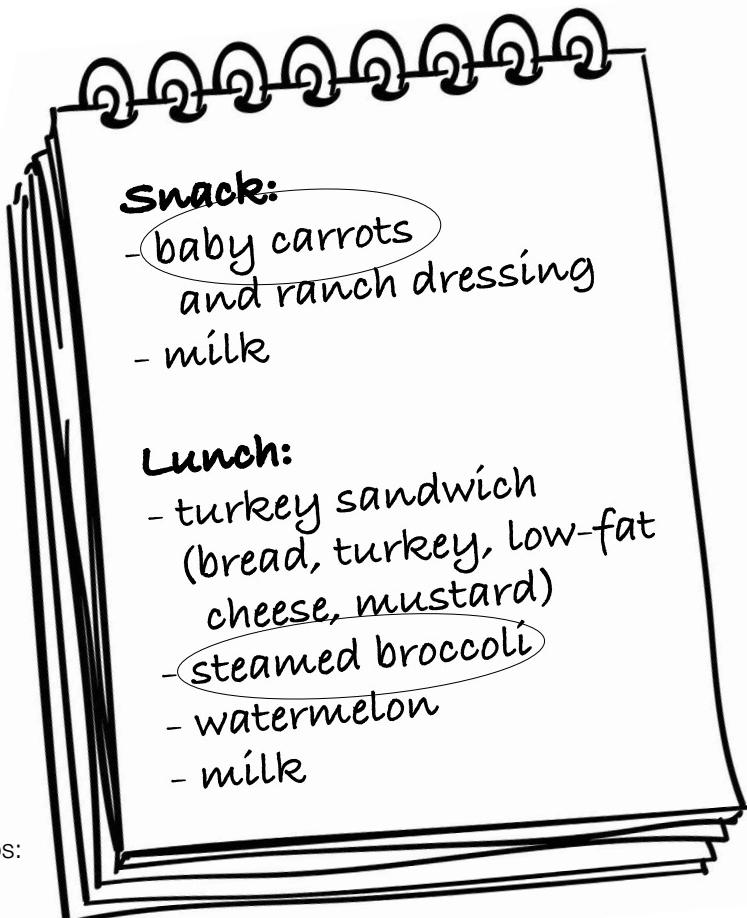
**1) TRACK:** For 3 days, write down everything you eat and drink (at meals, snacks, or in between) in your **Garden Journals**. Circle all the veggies. (See example on right.)

**2) EVALUATE:** Make a list of each new vegetable you tried. Then, sort the vegetables you ate into the five vegetable subgroups: **Dark-Green, Red and Orange, Beans and Peas, Starchy, and Other**.

### 3) ZOOM AROUND THE TRACK:

- Use the track on the next page. For each vegetable portion you eat, move one space on the track. You cannot count the same vegetable twice. (For example, If you eat broccoli on Day 1 for lunch and dinner, you can only count it once. But if you eat it also on Day 2, you can move another space.)
- Write down the name of the vegetable in each space you move through.
- Give yourself a **Turbo Boost!** For each **NEW** vegetable you eat, you earn one extra space! Write it into the empty space.
- You may not cross the finish line until you have eaten at least one veggie from EACH of the following subgroups: **Dark-Green, Red and Orange, Beans and Peas**. Circle them clearly on the track.

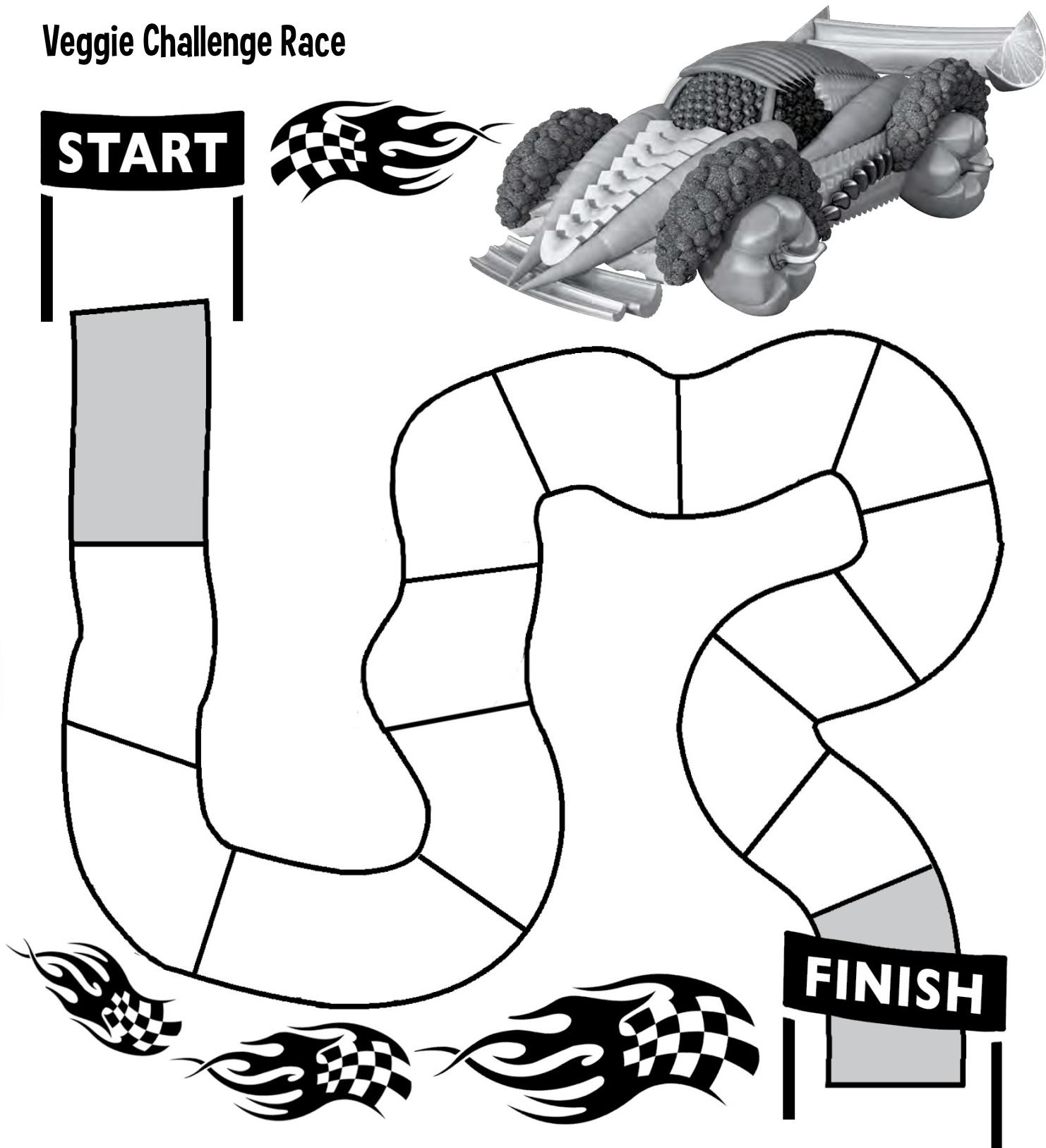
**Tip!** The more variety you eat, the faster you'll move around the track!



# Fuel Up With Veggies...Zoom to the Finish! (Page 2 of 2) LESSON 4 HANDOUT 2

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Veggie Challenge Race



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## LESSON 5 HANDOUT 1

# My Garden Plan

Name: \_\_\_\_\_

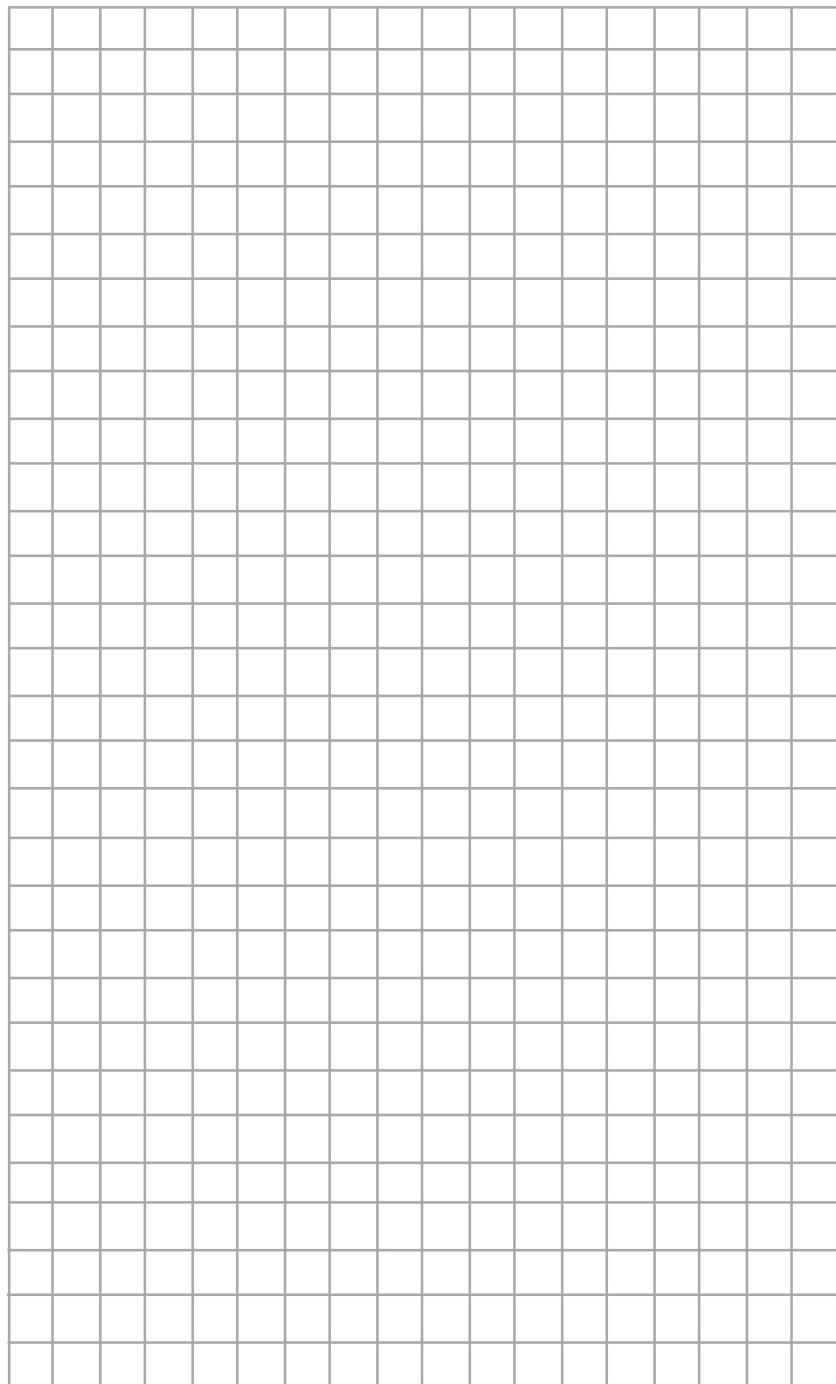
Date: \_\_\_\_\_

Use this template to plan your garden and determine what fruits and vegetables you want to grow. Think about what plants grow well together (see **Garden Companions** for information). Use your **Garden Journals** and extra graph paper to take notes, and sketch out your plans first. Don't forget to measure your garden plot and draw it to scale below. Map out where plants should go by writing the number of each plant on your list.

### Plant List

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



United States Department of Agriculture



# Garden Companions

LESSON 5 HANDOUT 2

Name: \_\_\_\_\_

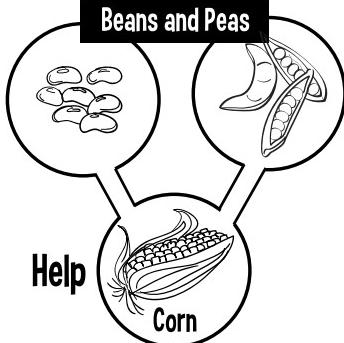
Date: \_\_\_\_\_

A colorful combination of food on a plate can enhance the way a meal looks and tastes. In the same way, plants growing in the garden can complement each other, too. While chefs think of how to combine flavors, gardeners also think about what grows well together. Did you know that onions help tomatoes and peppers grow by repelling pests? Or that beets help lettuce by adding minerals to the soil? The science of gardening is fascinating!

Use this sheet to help you design a garden that is not only colorful but grows well, too.

## Companion:

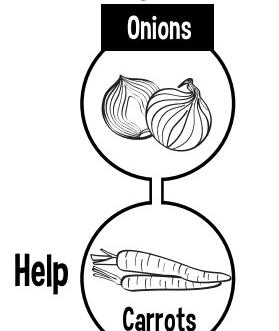
Beans and Peas



**How:** Beans and peas increase nitrogen supply in the soil available for corn.

## Companion:

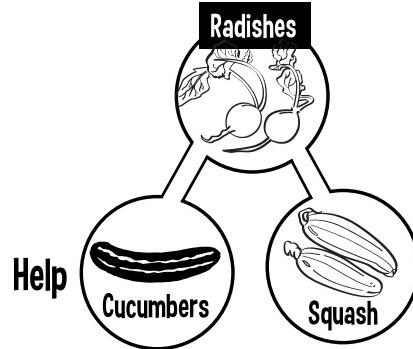
Onions



**How:** Onions help repel the carrot fly.

## Companion:

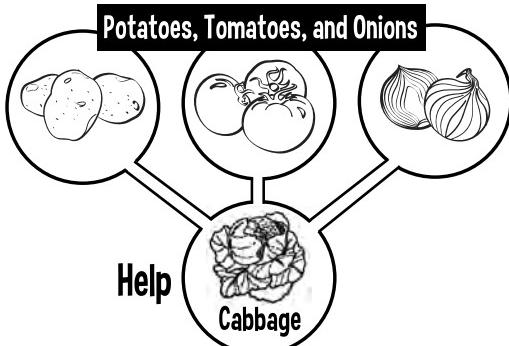
Radishes



**How:** Radishes help repel cucumber beetles.

## Companion:

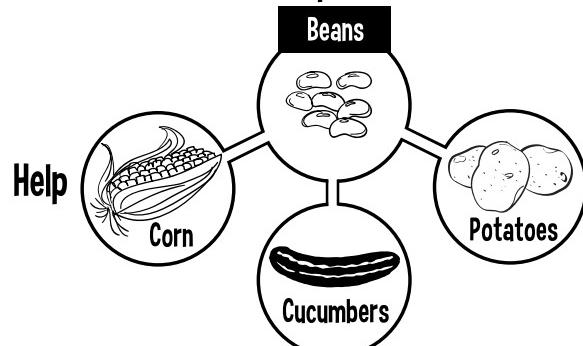
Potatoes, Tomatoes, and Onions



**How:** Potatoes, tomatoes, and onions repel cabbageworm, which is a common pest of the cabbage family.

## Companion:

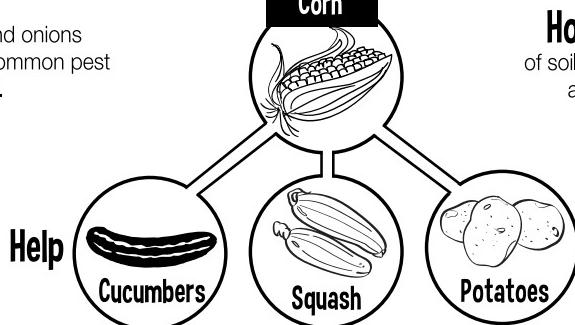
Beans



**How:** Cucumbers, potatoes, and corn use a lot of soil nutrients. Beans add nitrogen back into the soil and don't require a lot of additional nutrients.

## Companion:

Corn



**How:** The lower growing plants help reduce weed growth by covering the ground. The corn provides a nice tall stalk for the vining plants to climb.



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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Eat smart to play hard with chickpeas!**

The chickpea, also known as a garbanzo bean, is a small, round bean with a mild, nutty flavor. It is the seed part of the plant and grows in a pod. Chickpeas are grown throughout the Middle East, India, Turkey, Africa, and the United States. There are lots of tasty ways chickpeas are prepared and eaten across the globe.



**Hummus** is a popular recipe from the Middle East. In fact, the word “hummus” is actually the Arabic word for “chickpea.” It is traditionally made with mashed chickpeas, olive or sesame seed oil, lemon juice, and garlic. **Tahini** (a thick paste made from sesame seeds) and paprika can also be added. It’s often eaten with pita bread, but may also be served with raw vegetables as a dip, or with whole-grain crackers. Try it as a spread on a sandwich or veggie wrap.

**Chickpea Fun Facts**

- This tasty legume is packed with protein for building and repairing muscles. It is also a good way to add folate and fiber to your snack for healthy blood cells and a healthy digestive tract.
- Chickpeas can count as a vegetable or protein food on **MyPlate**.
- In the garden, chickpeas grow as seeds in pods on a bushy plant with feathery leaves. Their flowers can vary from white to violet. The chickpeas can vary in color from dark green to light brown, but they turn a light beige when cooked.
- Add chickpeas to your salad or try them mashed into a dip, like the hummus recipe below.

## Recipe

### Hummus

**Ingredients:**

- 2 15-oz cans of chickpeas (rinsed and drained)
- ½ cup water
- 2 cloves garlic (or 1 Tbsp minced)
- 2 tablespoons olive oil
- ¼ cup lemon juice
- ¾ teaspoon salt
- ¼ teaspoon black pepper
- ¼ cup tahini (*optional*)
- 1 tablespoon paprika (*optional*)
- whole-wheat pita bread or raw vegetable sticks (for dipping)

**Directions:**

- Wash your hands.
- Use a potato masher, or a mortar and pestle, to mash chickpeas to a paste. Add garlic and enough water to make the mixture smooth. (Or you may use a blender or food processor with help from an adult.)
- Add tahini (*optional*), olive oil, lemon juice, salt, and pepper to the chickpeas. Mix well.
- Spoon hummus into a bowl. Sprinkle with paprika. (*optional*)
- Serve with warm whole-wheat pita bread and vegetable sticks for dipping.

**Serves:** approximately 8**PREPARATION TIME:**  
20 minutes**SERVING SIZE:** ¼ cup

**SUPPLIES:**  
potato masher (or mortar and pestle), colander, large bowl, large stirring spoon, serving spoon, measuring cup and spoons, can opener

**Note:** Adults may blend the hummus using a blender or food processor if available.

**Recipe Vocabulary:**

**Potato Masher:**  
a utensil used to mash soft food like mashed potatoes or applesauce

**Mortar and Pestle:**  
a two-piece tool (club-shaped piece and bowl) often made of wood or stone, used to grind or crush food

**Mince:**  
chop up into small pieces

**Colander:**  
bowl-shaped utensil with holes used to drain liquid from food (like pasta)

# Garden Pen Pals

## LESSON 6 HANDOUT 2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Connect with another class in your chosen area and make a friend by sharing what you both like to eat. Tell your “pen pal” about the fruits and vegetables you eat at home, at school, and at holidays. Ask them to share their favorite fruits and vegetables and how they prepare them. Swap pictures of your school gardens or your school lunches. What else would you like to learn about their eating habits, their school, or their culture?

### Ask Your Pen Pal:

- What is your favorite fruit or vegetable, and why?
- Can you describe any special ways a fruit or vegetable is prepared where you live?
- What fruits and vegetables does your school serve for lunch?
- Do you ever eat chickpeas (garbanzo beans) or other beans? How does your family make these?
- What is your favorite recipe? Would you like to trade recipes?
- Does your school or family have a garden? What's growing in it?



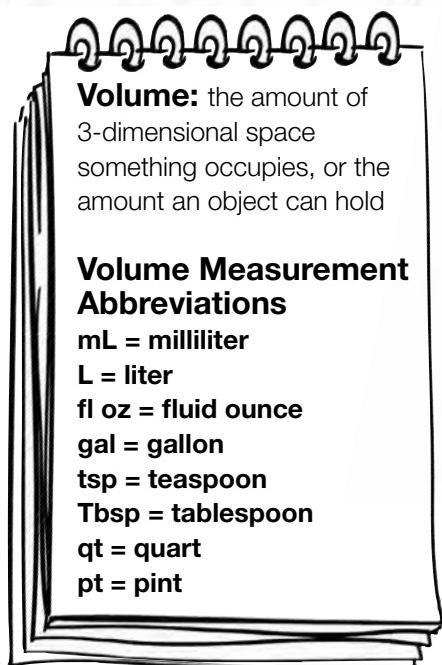
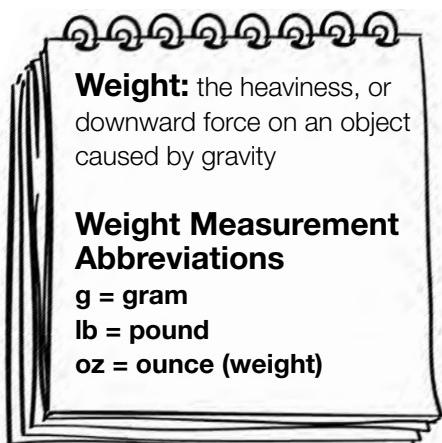
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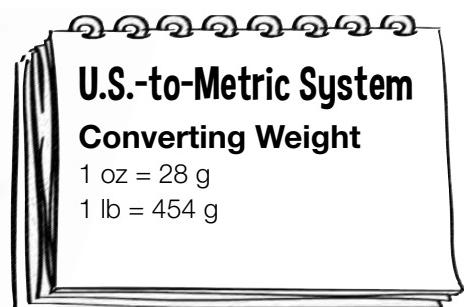
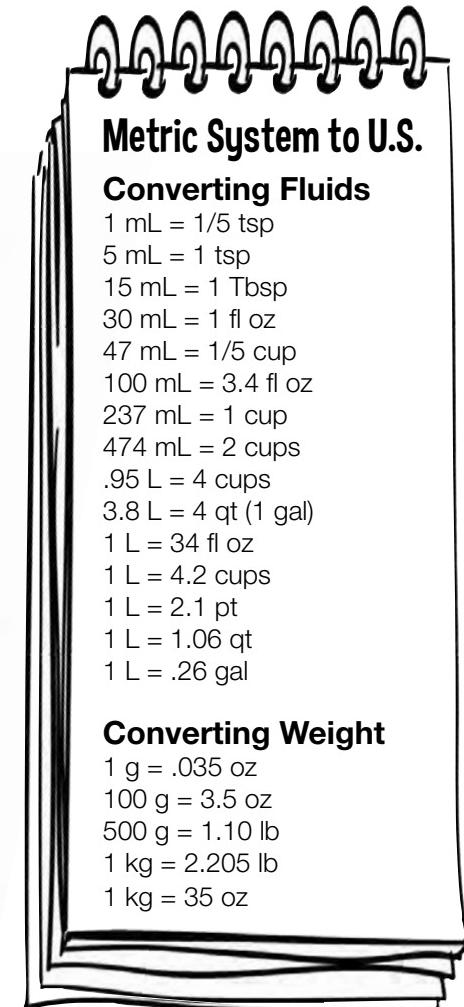
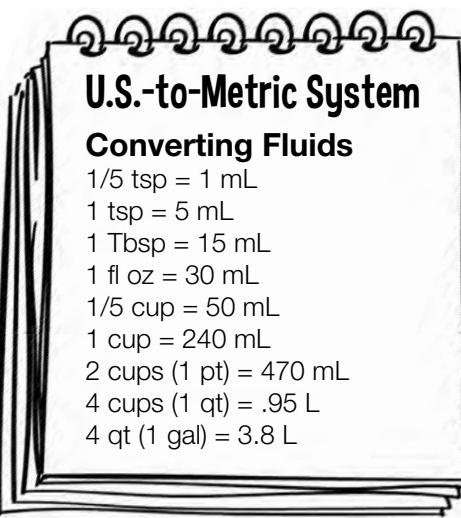
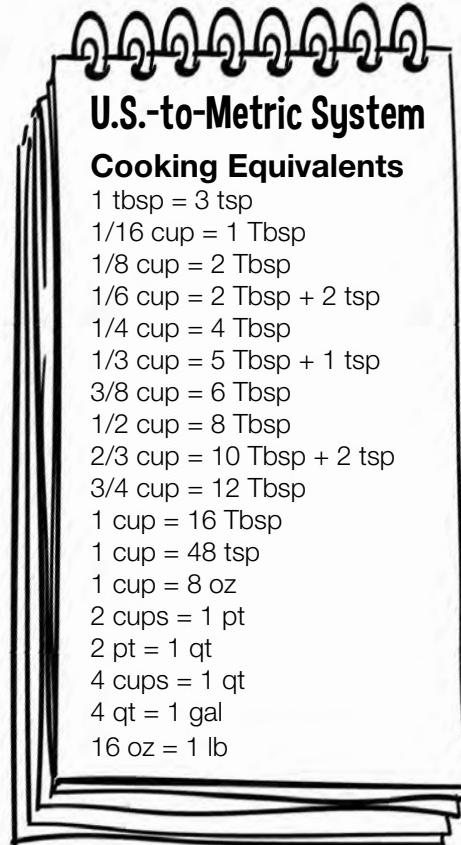
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Are you surprised that math is used in the kitchen? Chefs need to measure ingredients to make sure their recipes come out tasting right and are the same each time. There are different units of measurements for liquid and dry ingredients. There are also different measuring systems depending on where you are in the world – **U.S.** (also called “**standard**”) and **metric**. Use the table below as a reference to help you in your kitchen measurements.



## Cooking Measurements



# Kitchen Measurements (Page 2 of 2)

LESSON **7** HANDOUT 1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Most moderately active  
10- to 11-year olds need:**

Fruit: 1½ cups per day      Vegetables: 2½ cups per day\*

**\*Remember!**

The amount of fruits and vegetables you need each day is determined by your age, gender, height, weight, and how active you are.

**What counts as 1 cup of fruits or vegetables?**



=

- small bowl (8-oz) of veggies
- 2 cups of raw leafy greens
- 8-oz glass of 100% fruit juice
- small bowl (8-oz) of fruit
- ½ cup of dried fruit



**Use measuring tools to test your kitchen math skills:**

1) Measure 1 cup of dry beans to see what 1 cup looks like. Put a cup of beans on a plate. Then, put 1 cup of beans in a bowl. Describe the size of a cup by comparing it to a familiar object: \_\_\_\_\_

2) Measure 1 cup of water and pour it into a drinking glass.  
Is there a difference between what a liquid "cup" and a dry "cup" look like? \_\_\_\_\_

3) Measure out following, then convert the daily recommended amounts to milliliters: \_\_\_\_\_

1½ cups fruit/day = \_\_\_\_\_ mL

2½ cups vegetables/day = \_\_\_\_\_ mL

**Convert the following measurements:**

4) 15½-oz can of beans = \_\_\_\_\_ cups

7) 2½ cups of chopped tomatoes = \_\_\_\_\_ oz

5) 8-oz of pasta = \_\_\_\_\_ cups

8) 32-oz of green beans = \_\_\_\_\_ lb

6) 1½ cups of fruit = \_\_\_\_\_ Tbsp



**Find three measurements on a food or beverage package to convert to another unit.**

9) \_\_\_\_\_ = \_\_\_\_\_

10) \_\_\_\_\_ = \_\_\_\_\_

11) \_\_\_\_\_ = \_\_\_\_\_



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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Red and orange veggies can be smooth, sweet, cool, or zippy. Taste a tomato, crunch a carrot, or savor a sweet potato. With their bright colors and flavorful tastes, they'll steal the show!**

You are part of Team \_\_\_\_\_ (name) and are competing in the **Chef Challenge**. Using the fruit and vegetable ingredients, you will work together to prepare the following recipe and then arrange it on a plate to make it look especially appetizing!

**1)** Before you begin, read through your recipe. What supplies do you need? \_\_\_\_\_

What are the preparation steps? \_\_\_\_\_

**2)** Next, look at the recipe serving size. How many people are in your class? \_\_\_\_\_

Make the necessary calculations to the ingredient measurements to adapt the recipe so that there's enough for everyone.

**3)** How many cups of vegetables does this recipe provide per serving? (**Hint:** Add together the cups of vegetables in the recipe, then divide by the number of people it serves.) \_\_\_\_\_

**4)** What colorful vegetables do you want to include in your pasta salad? Work together with your fellow chefs to measure and prepare your unique pasta salad.

## Recipe

### Rainbow Veggie Pasta Salad

#### Ingredients:

- 1 cup cooked whole-grain spiral (rotini) pasta
  - ½ cup fresh carrots, chopped
  - ½ cup fresh broccoli florets
  - ½ cup green peas
  - ½ cup fresh tomatoes, chopped
  - ½ cup red or orange bell peppers, seeded, diced
  - 1 cup canned low-sodium chickpeas, rinsed, drained
  - 1 cup low-fat shredded mozzarella cheese (optional)
  - 1 cup cooked chicken, chopped (optional)
  - 1 cup of light Italian-style salad dressing\*
  - 1 Tbsp salt and pepper
- (\*Or make your own dressing using equal parts olive oil and lemon juice.)

**Preparation Time:** 15 minutes

**Serves:** 4

**Serving Size:** 1½ cups

#### SUPPLIES:

- large bowl
- large spoon
- vegetable peeler
- can opener
- dry measuring cups (½ cup and 1 cup)

#### Directions:

- 1)** In a large bowl, combine cooked pasta, whatever combination of vegetables you choose, cheese and/or chicken (if using), and dressing. Mix gently with a spoon.
- 2)** If possible, refrigerate for at least 1 hour before serving. Otherwise, enjoy right away!



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# Finding Fiber

## LESSON 8 HANDOUT 1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

There are many ways to eat fruits and vegetables, including raw, canned, frozen, dried, and juiced. Study the **Nutrition Facts labels**, and compare each to find the option with the most fiber. Answer the questions to the right, in your **Garden Journals**.

### 100% Apple Juice

#### Nutrition Facts

Serving Size 4 fl ounces (1/2 cup)

Amount Per Serving	
Calories 55	Calories from Fat 0
% Daily Value*	
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 0mg	0%
Total Carbohydrate 14g	5%
Dietary Fiber 0g	0%
Sugars 12g	
Proteins 0g	
Vitamin A 0%	• Vitamin C 2%
Calcium 2%	• Iron 0%

\* Percent Daily Values are based on a 2,000 calorie diet.



### Apple Slices

#### Nutrition Facts

Serving Size 1/2 cup

Amount Per Serving	
Calories 30	Calories from Fat 0
% Daily Value*	
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 0mg	0%
Total Carbohydrate 8g	3%
Dietary Fiber 2g	8%
Sugars 6g	
Proteins 0g	
Vitamin A 0%	• Vitamin C 4%
Calcium 0%	• Iron 0%

\* Percent Daily Values are based on a 2,000 calorie diet.



### 100% Orange Juice

#### Nutrition Facts

Serving Size 4 fl ounces (1/2 cup)

Amount Per Serving	
Calories 60	Calories from Fat 0
% Daily Value*	
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 0mg	0%
Total Carbohydrate 14g	5%
Dietary Fiber 0g	0%
Sugars 10g	
Proteins 1g	
Vitamin A 0%	• Vitamin C 70%
Calcium 2%	• Iron 0%

\* Percent Daily Values are based on a 2,000 calorie diet.



### Whole Orange

#### Nutrition Facts

Serving Size 1 small orange (2-3/8" diameter)

Amount Per Serving	
Calories 60	Calories from Fat 0
% Daily Value*	
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 0mg	0%
Total Carbohydrate 15g	5%
Dietary Fiber 3g	13%
Sugars 12g	
Proteins 1g	
Vitamin A 4%	• Vitamin C 90%
Calcium 4%	• Iron 0%

\* Percent Daily Values are based on a 2,000 calorie diet.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Fuel your day with fruit at breakfast! Try some of these tasty ideas:**

- Add chopped apples, dried fruits, chopped nuts, and a little brown sugar to plain oatmeal.
- Top a whole-grain waffle with low-fat yogurt and berries.
- Spread peanut butter on a whole-wheat tortilla. Top it with fruit and a grated carrot, then roll it up.
- Top whole-grain bread with low-fat cheddar cheese and apple slices. Ask your parents to toast it in the oven.
- Blend low-fat yogurt, fruit, and ice in a blender for a quick smoothie.

**Power up with fruit as a snack. Try the following ideas:**

- Create your own cereal snack mix with whole-grain cereal, dried fruits, and nuts.
- Enjoy orange wedges after sports practice.
- Dip fruits into low-fat vanilla yogurt.
- Make popsicles out of low-fat yogurt and fruit.

**Make your own fruit treat! Work with a partner and follow the recipe below to make a yummy breakfast or power snack. Don't forget to wash your hands first!**

## Recipe

### Breakfast Sundae

**Ingredients:**

- 2 cups low-fat granola cereal
- 1 cup low-fat yogurt
- 1 cup fruit, chopped

**Supplies:**

- 1 tablespoon
- measuring cup
- 3 bowls
- 2 8-oz clear cups

**Preparation Time:** 10 Minutes**Serves:** 2**Serving Size:** 8 oz**Directions:**

1. Use a measuring cup to measure out the ingredients and place each in a separate bowl.
2. Using a spoon, layer the granola, yogurt, and fruit into 2 plastic cups.
3. Get creative! Alternate colors. Try a variety of fruits.
4. Refrigerate or enjoy right away.



# The Power of Choice (Page 1 of 2)

LESSON 9 HANDOUT 1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Fruits and vegetables are naturally low in calories, **added sugars**, and **solid fats** – which makes them healthy choices. Sometimes **sugars** and **solid fats** are added to fruit and vegetable foods during processing or preparation. This can make these foods higher in extra calories than the body does not need.

## How do you know what's in a food?

Read and compare the Nutrition Facts labels and ingredients lists of the foods below to see what is in each food, as well as the calories, sodium, and solid fat content.

You have the power of choice. Can you make the healthier one?



### Applesauce With Sugar

#### Nutrition Facts

Serving Size 1/2 cup

Amount Per Serving

**Calories** 100      Calories from Fat 0

% Daily Value\*

**Total Fat** 0g      0%

Saturated Fat 0g      0%

Trans Fat 0g      0%

**Cholesterol** 0mg      0%

**Sodium** 15mg      1%

**Total Carbohydrate** 23g      8%

Dietary Fiber 1g      4%

Sugars 22g

**Proteins** 0g

Vitamin A 0% • Vitamin C 0%

Calcium 0% • Iron 0%

\* Percent Daily Values are based on a 2,000 calorie diet.

Which applesauce is lower in **calories**?

What **sugars** are in the ingredient list for the sweetened applesauce?

### Unsweetened Applesauce

#### Nutrition Facts

Serving Size 1/2 cup

Amount Per Serving

**Calories** 51      Calories from Fat 0

% Daily Value\*

**Total Fat** 0g      0%

Saturated Fat 0g      0%

Trans Fat 0g      0%

**Cholesterol** 0mg      0%

**Sodium** 10mg      0%

**Total Carbohydrate** 14g      5%

Dietary Fiber 1g      5%

Sugars 12g

**Proteins** 0g

Vitamin A 0% • Vitamin C 0%

Calcium 0% • Iron 0%

\* Percent Daily Values are based on a 2,000 calorie diet.

**Ingredients:** Apples, Corn Syrup, High Fructose Corn Syrup, Sugar, Water, Natural Flavor, Ascorbic Acid (Vitamin C).

**Ingredients:** Apples, Water, Ascorbic Acid (Vitamin C).

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Tomato Soup, Prepared With Water

#### **Nutrition Facts**

Serving Size 1 cup

Amount Per Serving	
<b>Calories</b> 75	Calories from Fat 10
<b>% Daily Value*</b>	
<b>Total Fat</b> 1g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
<b>Cholesterol</b> 0mg	0%
<b>Sodium</b> 470mg	20%
<b>Total Carbohydrate</b> 16g	5%
Dietary Fiber 2g	6%
Sugars 10g	
<b>Proteins</b> 2g	
Vitamin A 10%	• Vitamin C 26%
Calcium 2%	• Iron 8%

\* Percent Daily Values are based on a 2,000 calorie diet.



What is the **%DV** (Percent Daily Value) for **sodium** for the regular tomato soup?

### Frozen Broccoli

#### **Nutrition Facts**

Serving Size 1/2 cup

Amount Per Serving	
<b>Calories</b> 25	Calories from Fat 0
<b>% Daily Value*</b>	
<b>Total Fat</b> 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
<b>Cholesterol</b> 0mg	0%
<b>Sodium</b> 10mg	0%
<b>Total Carbohydrate</b> 5g	2%
Dietary Fiber 3g	12%
Sugars 1g	
<b>Proteins</b> 3g	
Vitamin A 20%	• Vitamin C 60%
Calcium 4%	• Iron 4%

\* Percent Daily Values are based on a 2,000 calorie diet.



What is the **%DV** for **saturated fat** for each?

What is the **%DV** for **sodium**?

Which has more **calories**?

### Reduced-Sodium Tomato Soup, Canned, Prepared With Water

#### **Nutrition Facts**

Serving Size 1 cup

Amount Per Serving	
<b>Calories</b> 75	Calories from Fat 10
<b>% Daily Value*</b>	
<b>Total Fat</b> 1g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
<b>Cholesterol</b> 0mg	0%
<b>Sodium</b> 80mg	3%
<b>Total Carbohydrate</b> 16g	5%
Dietary Fiber 2g	6%
Sugars 10g	
<b>Proteins</b> 2g	
Vitamin A 10%	• Vitamin C 26%
Calcium 2%	• Iron 8%

\* Percent Daily Values are based on a 2,000 calorie diet.

### Frozen Broccoli With Cheese Sauce

#### **Nutrition Facts**

Serving Size 1/2 cup

Amount Per Serving	
<b>Calories</b> 105	Calories from Fat 60
<b>% Daily Value*</b>	
<b>Total Fat</b> 7g	11%
Saturated Fat 3g	15%
Trans Fat 0g	
<b>Cholesterol</b> 14mg	5%
<b>Sodium</b> 178mg	7%
<b>Total Carbohydrate</b> 7g	3%
Dietary Fiber 2g	8%
Sugars 3g	
<b>Proteins</b> 6g	
Vitamin A 14%	• Vitamin C 52%
Calcium 15%	• Iron 6%

\* Percent Daily Values are based on a 2,000 calorie diet.



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# Fruit Imposters

LESSON 9 HANDOUT 2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Did you know that not all foods with fruity names or pictures of fruit on their packaging actually contain real fruit? Some may have only a small amount of fruit. Such products may have only fruit flavorings that make them taste like a fruit. Not only do they not belong to the **Fruit Food Group**, but they also tend to be high in added sugars. Study the labels and ingredients list below.

## Can you spot the fruit imposters?



### Fruit Punch

#### Nutrition Facts

Serving Size 1 drink box (200ml)  
Servings Per Package 10

##### Amount Per Serving

Calories	90	Calories from Fat	0
<b>% Daily Value*</b>			
Total Fat	0g	0%	
Saturated Fat	0g	0%	
Trans Fat	0g		
Cholesterol	0mg	0%	
Sodium	15mg	1%	
Total Carbohydrate	25g	8%	
Dietary Fiber	0g	0%	
Sugars	25g		
Proteins	0g		
Vitamin A	0%	• Vitamin C	100%
Calcium	0%	• Iron	0%

\* Percent Daily Values are based on a 2,000 calorie diet.

**Ingredients:** Pure Filtered Water, Sweeteners (High Fructose Corn Syrup), Orange and Pineapple Juices from Concentrate, less than 0.5% of: Vitamin C (Ascorbic Acid), Citric Acid (Provides Tartness), Natural and Artificial Flavors.

### Fruit Snacks

#### Nutrition Facts

Serving Size 1 pouch (26g)  
Servings Per Package 6

##### Amount Per Serving

Calories	100	Calories from Fat	10
<b>% Daily Value*</b>			
Total Fat	1g	2%	
Saturated Fat	0.5g	3%	
Trans Fat	0g		
Cholesterol	0mg	0%	
Sodium	30mg	1%	
Total Carbohydrate	22g	7%	
Dietary Fiber	0g	0%	
Sugars	13g		
Proteins	0g		
Vitamin A	0%	• Vitamin C	100%
Calcium	0%	• Iron	0%

\* Percent Daily Values are based on a 2,000 calorie diet.

**Ingredients:** Corn Syrup, Sugar, Fruit Juice Concentrate (Apple, Grape, Strawberry, Orange, Lemon), Modified Corn Starch, Partially Hydrogenated Vegetable Oil (Cottonseed and Soybean), Malic Acid, Ascorbic Acid (Vitamin C), Natural and Artificial Flavors, Mineral Oil, Blue 1, Red 40, Yellow 5, Yellow 6, Carnauba Wax.

### Pineapple Chunks

#### Nutrition Facts

Serving Size 0.5 cup (120ml)  
Servings Per Container 4

##### Amount Per Serving

Calories	80	Calories from Fat	0
<b>% Daily Value*</b>			
Total Fat	0g	0%	
Saturated Fat	0g	0%	
Trans Fat	0g		
Cholesterol	0mg	0%	
Sodium	0mg	0%	
Total Carbohydrate	19g	6%	
Dietary Fiber	1g	4%	
Sugars	15g		
Proteins	0g		
Vitamin A	0%	• Vitamin C	15%
Calcium	0%	• Iron	0%

\* Percent Daily Values are based on a 2,000 calorie diet.

**Ingredients:** Pineapple, Pineapple Juice, Preservatives.

**Imposter? YES / NO**



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**Imposter? YES / NO**

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Throughout this unit, you've learned about and tasted a variety of fruits and vegetables, worked in the garden, and gained lifelong skills to help you take care of your health.

**Reflection:**

- 1) What was my most memorable activity?
- 2) What have I learned about fruits and vegetables? What new fruits and vegetables did I discover and try?  
What are my favorites?
- 3) What have I learned about gardens?
- 4) What have I learned about my own health?
- 5) What is the most interesting or exciting thing I have learned that I think will help me in my life?

**My Garden Fresh Moment:**

Use the reflection questions above to help you with your creative writing. You may choose to write a short story, a poem, a song, an essay, or an article for your local newspaper. What memory do you want to share?

**Illustrate Your Moment:**

**Draw a picture or make a collage of your “Garden Moment.” Write about it in your Garden Journal.**



### Key Message:

**Fresh, frozen, canned, and dried fruits and veggies can all be healthy choices.**  
**Try fruit at breakfast and as a snack.**

### Subject Connections:

Math, Science, Health, English  
Language Arts

### Learning Objectives:

#### **Students will be able to...**

- Describe the health benefits of dietary fiber.
- Identify fruits and vegetables that are high in dietary fiber.
- Discuss ways to enjoy fruit at breakfast and as snacks.

### Supplies:

- Hand juicer, 8-oz clear plastic cups, plastic bowls, plastic gloves, aprons, spoons (per student)
- Access to sink with warm, running water and soap

### Garden Journals

- Student handouts (pp. 85-86):
  1. **Finding Fiber**
  2. **Fabulous Fruit**
- **Dig In!** poster: **Roller Coaster**

### Featured Fruits and Vegetables:

#### Strawberry

Provide enough cut-up samples to use in the activity on pp. 54-55.

### Additional Foods:

One orange cut in half. (Optional: If making a juice for students to try, use more oranges.) The recipe on p. 86 serves two; adapt as needed: Variety of precut fruits (choose high-fiber fruits such as: oranges, strawberries, pears, apples, kiwi, dried fruit); low-fat yogurt; low-fat granola. Provide water (and cups) for students to drink as they taste the foods.

# Lesson 8: Fruits and Veggies Many Ways

**TOTAL TIME REQUIRED:** 120 minutes / 3 sessions

**Session 1: Getting Started** 10 min;

**Activity I "Fantastic Fiber"**

20 min (Health/Science)

**Session 2: Activity II "Fiber Investigation"**

40 min (Health/Science/English)

Language Arts/Math)

**Session 3: Activity III "Fabulous Fruit"**

40 min (Health);

**Reflect** 10 min

### LESSON OVERVIEW:

Students will discuss different ways to preserve the harvest – freezing, canning, and drying. This ensures that fruits and vegetables are always available, whether between shopping trips or when fresh produce is out of season. Students will explore differences in the fiber content of fruits and vegetables and discover tasty ways to enjoy fruit at breakfast and as snacks.

**ESSENTIAL QUESTIONS:** *What is fiber, what does it do for me, and where can I find it? How can I tell if a food is more nutritious?*

### TEACHING PROCEDURE:

#### GETTING STARTED (10 minutes)

1. Eating fruits and vegetables picked fresh from the garden is just one way that produce can be eaten. Ask students to suggest other forms of fruits and vegetables. Explain that while fresh produce is tasty, so are other forms of fruits and vegetables. Frozen, canned, and dried fruits all count toward the **Fruit Group**, and 100% fruit juice does as well. The same goes for vegetables: they can be frozen, canned, or dried. 100% vegetable juice counts toward the **Vegetable Group** too.
2. Ask students to name some advantages to frozen, canned, or dried fruits and vegetables. (*You can have fruits and vegetables on hand between trips to the store, you can enjoy certain fruits and veggies when they are no longer in season; they don't spoil like fresh.*)
3. Remind students about the **food system** and the steps that a food takes from farm to plate (see sidebar, p. 53). One of the steps of the food system is **processing**. Ask students if anyone remembers what happens in this step, and when.
4. Processing happens after production (*i.e., when a fruit or vegetable is grown and harvested*). Explain that food processing changes food from its original form. The food might be changed to make it easier to eat, such as peeling and slicing an apple, or bagging prewashed salad. Processing can also be done to **preserve** food so we can still eat it after the growing season has ended. Common preservation methods are: **canning, drying, or freezing**.

- 5.** Have students reflect on the different ways fruits and vegetables can be eaten. How might they change from the garden to the plate? Ask students to think about how fruit might become fruit juice. Demonstrate juicing an orange, or have students help you using a hand juicer. Ask students to identify what is left behind in the orange that is not part of the fruit juice. (*Parts of the fruit that separate the orange into sections; membranes that contain fiber.*) We eat more of the orange when eating slices rather than when drinking the juice. Ask students if they think this might affect the nutrients found in juice as compared to the whole fruit.

## LEARNING ACTIVITIES

### Activity I. Fantastic Fiber (20 minutes, Health/Science)

1. Write the word **fiber** on the board, and ask students if they know what it is or what it does for the body. Do they know any foods that have fiber? Do meats or dairy foods have fiber? Explain that fiber is found only in plant foods (*i.e., fruits, vegetables, whole grains*). It is not found in animal foods like meat and dairy. Some fiber comes from the parts of the plant that help it keep its shape and give it structure, like the individual sections you see in an orange or the skin on a potato. It's also in the small seeds you might eat as part of the fruit, such as in a strawberry or kiwi fruit. Fiber naturally occurs in many fruits and vegetables. Beans and peas are an excellent source.
2. So how does fiber work? What does it do? One of the ways fiber helps the body is to act like a scrub brush or broom, moving food along through the digestive tract. Fiber also helps the body feel full longer after eating. **Note:** Visually demonstrate the process showing a bottle brush in a paper-towel roll.

### Activity II. Fiber Investigation (40 minutes, Health/Science/English Language Arts/Math\*)

\*See p. 54 for Math connection.

1. In this activity, students will practice reading the **Nutrition Facts label** to determine the amount of fiber in  $\frac{1}{2}$ -cup portions of various fruits and vegetables. The Nutrition Facts label is usually found only on packaged foods (*i.e., canned, frozen, and dried fruits and vegetables*) and not fresh produce. Labels for some fresh fruits and vegetables have been provided on the student handout to give students experience in comparing fruits and vegetables. You may also use the USDA's online **SuperTracker, Food-a-Pedia** (<https://www.supertracker.usda.gov/foodapedia.aspx>) to find out how much fiber is in various foods.

 **Teacher Tip!** A brief video tour on how to use **Food-a-Pedia** is available at <https://www.supertracker.usda.gov/sitetour.aspx> (see Section 4 of the User Guide). Alternatively, Team Nutrition also has **Nutrition Facts labels** for fruits and vegetables that you can print and use in class. Find them at: <http://teamnutrition.usda.gov/NutritionLabels.pdf>.

## VEGGIES MANY WAYS

Fresh, frozen, and canned vegetables are all nutritious choices. A vegetable that is ripe when harvested and frozen soon after can actually have more vitamins and minerals than a fresh form of the vegetable that's been picked before it's ripe and/or stored for a long time. For some vegetables, heating can actually make certain nutrients easier for the body to absorb and use.

## REVIEW THE FOOD SYSTEM

Provide an overview of these five steps in the food system:

### Production:

Farmers produce fruits and vegetables by growing them on their farms.

### Processing:

The fruits and vegetables are processed before they are sold. The food can be washed, cut, mixed, and packaged to preserve it or make it more appealing (*i.e., tastier or easier to use*) for the customer.

### Distribution:

When the food has been processed, it is ready to be distributed to stores and is transported by airplane, truck, or train.

### Consumption:

After customers buy the food, they consume it by eating it cooked or raw.

### Composting/Recycling:

Uneaten food scraps are disposed of (either composted to return nutrients to the soil or sent to a landfill).



**DIG DEEPER!**

Have students take their fruit investigations further. They can:

- Count how many times they see ads for fruits and vegetables during their favorite television show or in their favorite magazine. Have students compare the number of these ads to ads for other food products. Is there a difference? Ask students to speculate how the frequency of ads for different foods might influence behavior and health.

**FIND THE FIBER**

Remind students that people need to eat different types of fruits and vegetables to get all of the nutrients their bodies need for good health. Different fruits and vegetables contain different nutrients. Some fruits and vegetables are higher in fiber than others. In the case of 100% juice, the fiber has been removed during processing. Remember what was left behind in the orange after juicing? (*The membranes that provide the fiber.*) That's why nutritionists recommend that most of the fruits and vegetable you eat come from whole or cut-up fruits instead of juice.

**FIBER GRAPHS (MATH)**

After students have completed their investigations, have them graph the amount of fiber in various fruits and vegetables using information from Nutrition Facts labels (from the handout or elsewhere) or USDA's online **SuperTracker Food-a-Pedia** (<http://www.choosemyplate.gov/foodapedia>) Ask: Do all fruits and vegetables have the same amounts of fiber? (*No, the amount of fiber varies, which is why you need to eat a variety.*)

**Ways To Process a Food:**

**Fresh-cut:** to cut, peel, or shred fresh fruits and vegetables prior to packaging. Fresh-cut products do not require additional preparation, processing, or cooking before they are eaten. Baby carrots and apple slices are examples.

**Juice:** to extract (take out) the juice from a food. Orange juice and tomato juice are examples.

**Cook:** to heat a food to prepare it for eating. Tomato sauce and applesauce are examples.

**Preserve:** to keep food safe to eat for a longer period of time. Canned, frozen, and dried fruits and vegetables are examples.

**Ways To Preserve a Food\***

**Freeze:** to have the liquid in a food change to a solid because of extreme cold

**Can:** to store food in a can or jar that has been heated and sealed to prevent spoilage

**Pickle:** to preserve food in vinegar, brine, or another liquid

**Dry, or Dehydrate:** to preserve food by removing the water from it

**\*Note:** This is not a complete list of preservation techniques.

2. Distribute the **Finding Fiber** handout (p. 85) and divide the class into pairs.

Direct students to look at the top-left label (A). Invite students to share what information they notice and explain what they think it means. Can students identify any of the following on the label?

**Serving Size:** Ask for students to look for the words "Serving Size" on the first label (100% Apple Juice). In this example, the serving size is 4 fluid ounces, equivalent to  $\frac{1}{2}$  cup. Explain that the information on the label is based upon one serving.

**Fiber:** Students can tell the amount of fiber in the food by looking at the grams of fiber on the label. The label also provides the **percent daily value** (%DV). The %DV is a number that tells you if there is more or less of a daily recommendation of something in a serving of the food. A %DV of 5% or less is low; 20% or more is high. Choose foods that are higher in fiber.

**Note:** All serving sizes on the Nutrition Facts labels on the handout are equivalent to  $\frac{1}{2}$  cup of fruit.

3. Which foods contain the most fiber? (*The whole orange and apple slices contain the most fiber.*) Which has more fiber: a whole orange or orange juice? (*The whole orange.*) An apple or apple juice? (*Apple.*) What does this tell you about the amount of fiber in juices versus whole or cut-up fruit? (*Whole fruit contains more fiber than juice. Juice contains little fiber.*) Were all of the whole or cut-up fruits high in fiber? (*No, different fruits have different nutrients, which is why you need to eat a variety.*)

**Activity III. Fabulous FRUIT (40 minutes, Health)**

 **\*Allergy Alert!** See p. 2 for more information on food safety and allergies before starting this food preparation activity.

**Prepare:** Set up several stations, each with a serving spoon, with samples of cut-up fruit in different containers (choose high-fiber fruit – for example, oranges, strawberries, pears, apples, kiwi, any dried fruit), low-fat yogurt, and low-fat granola (or oatmeal). Provide each station with plastic gloves, plastic cups, spoons, and napkins.

1. Tell students that fruit can be a delicious way to add fiber to their breakfast or snack. Explain that the fiber will help them feel full until their next meal so they can focus on school or sports. Students will prepare a recipe featuring fruit in this activity. First, they should wash their hands following the correct procedures (see pp. 4-5 for important food safety and hand-washing reproducible).
2. Distribute the handout **Fabulous Fruit** (p. 86). Divide students into groups of five and direct them to a fruit station. Give each student a plastic glove, apron, and a plate and/or cup. Have them follow the instructions to create the **Breakfast Sundae** recipe. Each student will create one fruit compote sundae that he or she can eat as a snack or at breakfast. Encourage them to be creative by layering the ingredients.
3. As soon as students are finished, they may sit down and eat their sundaes. Invite students to share what they liked about the process and how they liked their snacks. Ask: *Which fruit was your favorite? Did you try a new fruit? How did the combination of the ingredients enhance the flavor of each? Would you ever try this recipe again? Why or why not?*

## REFLECT (10 minutes)

Have students reflect in their **Garden Journals** about the foods they eat. Ask: *How much is processed? How many whole fruits and vegetables do you eat each day? How can you get more fiber? Are there any snacks you eat during the day that can be more nutritious? How can you eat more fruits each day?* Have students write down three tips and then share them with the class.

## EXTENSIONS

**Fruity Offerings.** If your school offers breakfast, have students look at the menu and identify what types of fruits are offered. Students may survey their classmates to find out what fruits they'd like to be served more often. Are there any suggestions or requests they can make to the food service staff/director?

**Local Harvest.** Ask local fruit and vegetable farmers to talk with the class about how their produce might be processed after harvest. For instance, carrots from local growers might be washed, sliced, and frozen for use in school meal programs.

**Healthy Snack Track!** Have students track their snacks for a week. Did any of their snacks include fruits and vegetables? What are some ways they could eat more fruits and vegetables as snacks?

**Poll the Favorites.** Have students interview teachers, coaches, and school administrators to find out their favorite fruit or vegetable snack. Create a bulletin board showing the results.

**Shop Fruits and Veggies.** Have students review their family's shopping list for the week. Does it include a variety of fruits and vegetables? Are there fresh, frozen, canned, and dried fruits and vegetables on the list?



## PICKING AND STORING YOUR GARDEN HARVEST

Have your **Garden Teams** check the garden to see if any fruits and vegetables are ripe enough for harvest. Encourage students to use care not to break, scrape, or bruise fruits and vegetables when harvesting. The less that fruits and vegetables are handled, the longer they will last in storage. (pp. 104-105) Harvest only produce of high quality. Rotting produce and produce infested with insects should not be used. Use cleaned and sanitized food-grade containers, such as plastic bins or buckets, to hold harvested produce. Most garden produce should be refrigerated immediately after harvest, unless it is normally held at room temperature (such as tomatoes).

### Key Message:

**Make half your plate fruits and vegetables. Read the food label to make choices that are lower in solid fats, added sugars, and sodium (salt).**

### Subject Connections:

Science, Health, English Language Arts

### Learning Objectives:

#### **Students will be able to...**

- Summarize a variety of nutritious food choices in the Fruit and Vegetable Food Groups.
- Identify foods that are higher and lower in sodium, added sugars, and solid fats.
- Summarize the benefits of limiting the consumption of solid fats, sodium, and added sugars.
- Differentiate between fruit drinks and 100% fruit juice.

### Supplies:

- 1 large mixing bowl, serving spoon, 8-oz plastic cups, spoons, napkins (per student)
- Access to sink with warm, running water and soap
- Garden Journals**
- Student handouts (pp. 87-89):
  - The Power of Choice**
  - Fruit Imposters**
- Dig In!** posters – All six of them

### Featured Fruits and Vegetables:

#### **Cantaloupe**

Provide enough samples for tasting as required by recipe in sidebar on p. 59.

#### **Additional Foods:**

The recipe on p. 59 serves 12; adjust as needed: chopped melon, cucumber, green bell pepper, cilantro or fresh mint, lemon or lime juice. Optional: jalapeño pepper, whole-wheat pita chips. Provide water (and cups) for students to drink as they taste the foods.

# Lesson 9: Making Healthy Choices

**TOTAL TIME REQUIRED:** 150 minutes / 3 sessions

**Session 1:** Getting Started 10 min;

**Activity I “The Power of Choice”**

40 min (Health/Science)

**Session 2:** **Activity II “Fruit Imposters”**

20 min (Health/Science);

**Activity III “Melon Fruit Salsa”**

40 min (Health)

**Session 3:** **Reflect** 40 min (English Language Arts)

### LESSON OVERVIEW:

In this lesson, students discover how solid fats, sugars, and sodium can be added to fruits and vegetables during processing and how to make informed and healthy choices. Students will prepare a Melon Salsa that tastes sweet without having any sugar added to it.

**ESSENTIAL QUESTIONS:** *How can I make a healthy choice? Which fruits and vegetables should I eat more of? How can I inspire others to make healthy choices too?*

### TEACHING PROCEDURE:

#### GETTING STARTED (10 minutes)

- Ask students to think about what makes certain foods healthier choices than others. Are there certain food choices within the **Fruit** and **Vegetable Groups** that people should eat more often than others? (For example, an apple versus an apple pie, carrot sticks versus onion rings fried in solid fat.)
- Encourage students to consider what may happen to fruits and vegetables as they are processed. (Refresh from Lesson 8.) What sort of ingredients might be added to foods during this step? Let students hypothesize and suggest answers. The following activity will explore this further.

### LEARNING ACTIVITIES

#### Activity I. The Power of Choice (40 minutes, Health/Science)

- Ask if anyone has heard of the term “**calories**.” Explain that calories are a measure of the amount of energy that the body gets from foods, just as grams and pounds are a measure of weight. Ask students if they can think of any ways the body uses the energy from food. (*The body needs energy for processes like keeping your heart beating and digesting food. It also uses energy to fuel physical activity like running and jumping. Kids use energy for growth.*) Explain that the body needs the energy it gets from foods and drinks to be healthy. But, when the body takes in too many calories (energy), it stores the calories as fat. Foods high in solid fats and added sugars are often higher in calories. Balancing the energy the body gets from food with the energy used in physical activity is important for keeping a healthy body weight.



2. Explain that every food group contains foods you should eat more of than others. Fruits and vegetables are naturally low in calories, **added sugars**, and **solid fats** – which makes them healthy choices. However, **sugar** and **solid fat** is sometimes added to fruit and vegetable foods during processing or preparation. This can make these foods higher in extra calories that the body does not need.

3. Sugar is sometimes added to canned and frozen fruits and to fruit drinks. Ask students if they can think of any examples. (For example, sweetened applesauce, fruits canned in heavy syrup, or raisins with a candy coating.) You can find added sugars by looking at the ingredients list on the food package. Some other names for added sugars are: **high-fructose corn syrup, sugar, sucrose, dextrose, fructose, lactose, maltose, honey, anhydrous dextrose, brown sugar, confectioner's powdered sugar, and corn syrup.** If one of those is listed among the first three ingredients, you can be sure that added sugar is a major ingredient. For canned fruits, look for fruits that are canned in 100% juice or water and not syrups.

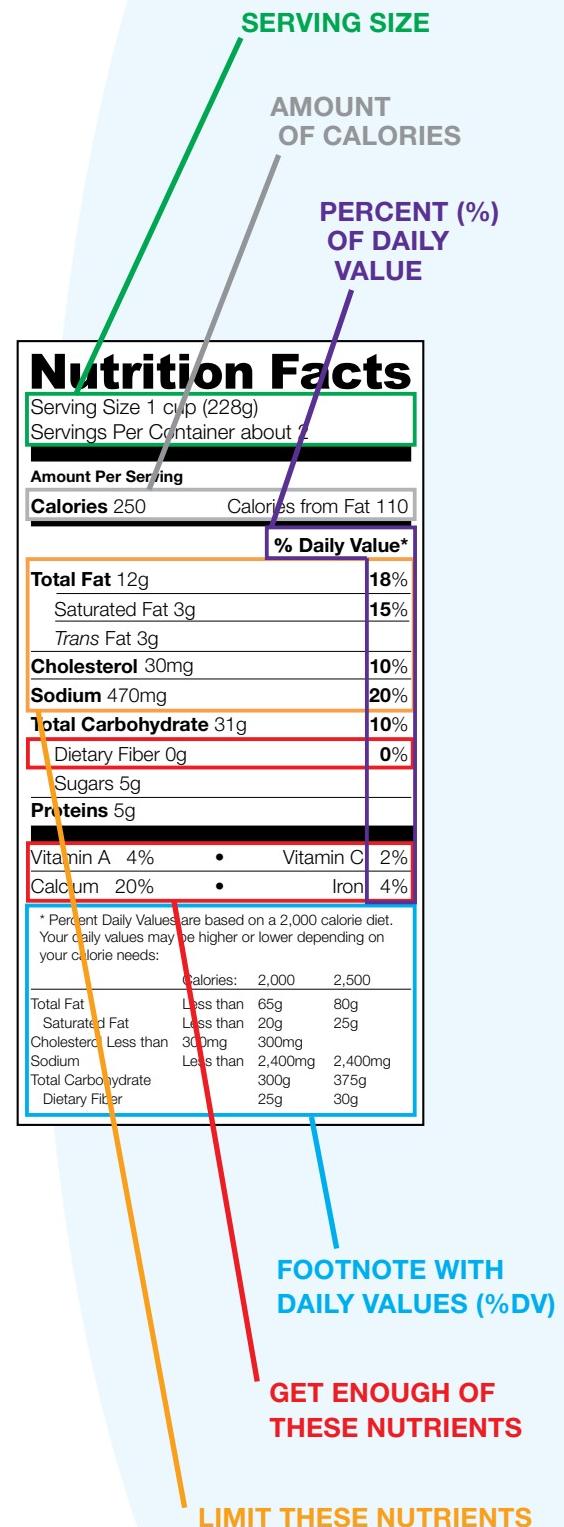
4. **Solid fats**, such as **butter, lard, and shortening**, are sometimes added when vegetables are prepared (such as *frozen vegetables with sauces or cheese, or vegetables that are fried in solid fat like some French fries*). Eating too much solid fat is not good for your heart.

5. **Sodium**, also known as **salt**, is often added to foods during processing. While the body needs some salt, almost everyone eats more salt than the body needs. Too much salt plays a role in high blood pressure, which makes it harder for the heart to do its job. Ask students if they can think of any processed vegetable foods that can be high in salt. (For example, soups, French fries, olives, canned vegetables, tomato juice.) When choosing canned vegetables, it helps to look for foods labeled “**low sodium**,” “**reduced sodium**,” or “**no salt added**.”

6. Now that students know why it’s important to eat fruits and vegetables that are lower in solid fats, sodium, and added sugars, ask if they have any ideas on how they can make better choices. Accept all answers. If no one suggests reading the food packaging ingredients list or **Nutrition Facts label**, ask students if anyone has ever noticed and looked at one before (or if they recall it from previous lessons). Hold up a container of packaged food (for example, a can of soup), and point to the **Nutrition Facts label** and ingredients list.

7. Next, distribute the handout **The Power of Choice** (pp. 87-88) and divide the class into pairs. Direct the class to look at the first label (*Applesauce With Sugar*). Invite students to share what information they notice and explain what they think it means. Can students identify any of the following from the label?

**Serving Size:** Ask for students to look for the words “**Serving Size**” on the label. In this example, the serving size is  $\frac{1}{2}$  cup. How many servings would it be if they were to eat everything in the package? The information on the label is based on one serving. Explain that if they were to eat more, they would need to multiply the nutrient information by the number of servings they ate.



## IMPORTANT FOOD SAFETY STEPS!



Please see p. 4 for a reproducible handout to post in a visible location in your classroom. It is important that you follow these steps to keep yourself, your students, and any parents or volunteers safe and healthy.

### Hand Washing:

All persons participating in the food preparation activity (teachers, students, volunteers, parents) should wash hands before and after preparing, handling, or sampling foods.

## EXTENSIONS

### Lunch Line Promotions

Work with the cafeteria food service staff to add images and signs in the food line highlighting different fruits and vegetables.



### Garden Ads

Create posters to display around the school promoting what's growing in the garden, to inspire the rest of the school to try more fruits and vegetables. Include facts, colorful images or photographs of fruits and vegetables, and some favorite ways to eat them. It's also a great way to spread the word about the garden to get support, and volunteers! ( p. 100)

### Community Action

Visit other schools to allow for your students to peer-teach other students how to garden and how to eat more fruits and vegetables. Support your community by hosting a food drive focusing on fruits and vegetables to donate to a local food pantry or homeless shelter. Check to see if the pantry will accept donated produce from your garden.

**Calories:** Next, have students find the number of calories in a single serving of the sweetened applesauce and the unsweetened applesauce.

**Calories** are a measure of the amount of energy the food provides. The sweetened applesauce has more calories than the unsweetened applesauce, because it contains **added sugars**, which add calories to the food. Ask students to look for sugars in the ingredient list. **Note:** Added sugars are not noted on the Nutrition Facts label, but can be found in the ingredients list. "Sugars" on the Nutrition Facts label reflects a combination of both added sweeteners, such as table sugar, as well as naturally occurring sugars in the fruit or vegetable.

**Solid Fats:** Students can tell the amount of solid fats in the food by looking at the grams of **saturated fat** and **trans fat** on the label. These are two types of solid fats. For *trans* fat, look for foods that have 0g of *trans* fat. For saturated fat, the label also provides the **percent daily value (%DV)**.

The %DV is a number that tells you if there is a lot or a little of something in a serving of the food. A %DV of 5% or less is low; 20% or more is high. Choose foods that are low in saturated fat.

**Sodium:** Have students find the %DV for sodium. Which foods are lower in sodium?

## Activity II. Fruit Imposters (20 minutes, Health/Science)

- Ask students to share foods they eat that are fruits or that they think contain fruit. Explain that not all foods with fruity names or pictures of fruit on their packaging actually contain real fruit. Some may have none or only a small amount of fruit. Such products may contain fruit flavorings that make them taste like a fruit, but they do not belong to the **Fruit Food Group**. These foods also tend to be high in added sugars. Ask students how they can spot these imposters. Allow students to share their ideas.
- Explain that they can look at the ingredients list to see if fruit is the first ingredient. If it is, that means the product contains more fruit than any other ingredient. The food label on beverages should note what percentage of the drink is actual fruit juice. Look for products that are 100% juice.
- Remind students that if a food has a sugar as one of the first three ingredients, it is high in added sugars. These foods provide extra calories but few nutrients. One should limit eating such foods to every now and then; not every day.
- Distribute the handout **Fruit Imposters** (p. 89). Have students work in pairs to identify the fruit imposters. They will need to study the labels and ingredients list.
- Ask students to share their findings. *Which snack has the real fruit? (Option 2) Which snack has the most added sugar? (Option 1) Which snack has the most calories per serving? (Option 1)*

### Activity III. Melon Fruit Salsa (40 minutes, Health)

 \***Allergy Alert!** See p. 2 for more information on food safety and allergies before starting this food preparation activity.

**Prepare:** Collect, wash, and chop ingredients for Melon Fruit Salsa recipe (see sidebar). Adapt amounts to suit class size (serves 12). Provide ingredients in separate bowls, but have a large bowl (enough to accommodate at least 3 cups) to mix the salsa in, along with a large spoon. Serve recipe to students in small plastic cups with spoons and with whole-wheat pita chips.

1. Tell students that they will get to prepare and taste a simple recipe featuring cantaloupe (or any other melon growing in the garden).
2. First, have **Garden Teams** assist you in collecting melons or ripe fruit from the garden, along with any herbs, that are ready for harvest. ( p. 105)
3. Next, have students wash their hands following proper procedures (see p. 5). Offer a few pieces of melon for students to taste and invite them to write their observations in their **Garden Journals**. Prepare the melon recipe by chopping up and deseeding the melon and other ingredients in advance and then ask for student volunteers to combine the ingredients following the recipe (see sidebar).
4. Scoop  $\frac{1}{4}$  cup of the melon salsa into individual cups for each student to enjoy. Ask students to comment on the flavors of the herbs and other ingredients and how they enhance one another without the need for added salt or sugar.

### REFLECT (40 minutes, English Language Arts)

1. Have students revisit the **Fuel Up With Veggies ... and Zoom to the Finish** (p. 76, Lesson 4) and re-track their eating habits for 2 days. Ask students to reflect in their **Garden Journals** on their journey with fruits and vegetables. Ask: *Have your habits changed? Do you eat more fruits and vegetables at meals? What were your biggest obstacles in trying new vegetables or fruit? How did you overcome them?*
2. In what other ways can students continue to inspire healthy change and plant good ideas throughout their school? What tips can they share with their friends, family, and community? Have students write their ideas then share them with the rest of the class.



### GARDEN HARVEST

The best part about planting fruits and vegetables is harvesting and eating them! Have your **Garden Teams** check the fruit and vegetables growing in the garden to see if any of them are ready to harvest. ( pp. 104-105) Use them in the melon tasting activity.



### DIG DEEPER!

**Study the packaging** for a fruit-flavored drink or snack. Ask students to reflect and report back about any imagery or text on the package that may mislead someone to think the product contains fruit or 100% fruit juice. Remind students to look at the ingredients list and Nutrition Facts label to see what a product actually contains and how healthful it is.

**Look for food advertising at school.** How do your students think the ads influence food choices? How can fruits and veggies be promoted at school?

### Recipe

#### Melon Fruit Salsa

**Serves:** 12 as a snack

**Serving Size:**  $\frac{1}{4}$  cup



**Note:** Check p. 2 for Important Food Safety Steps and Allergy Reminders.

**Preparation Time:** 15 minutes

**Serves:** 12

**Serving Size:**  $\frac{1}{4}$  cup

#### Supplies:

- 2 baking pans
- spatula

#### Ingredients:

- 2 cups honeydew, cantaloupe, or watermelon, seeded, chopped
- $\frac{1}{2}$  cup cucumber, peeled, seeded, chopped
- $\frac{1}{2}$  cup green bell pepper, seeded, chopped
- 2 tablespoons fresh cilantro or mint, chopped
- $\frac{1}{4}$  cup lemon or lime juice
- 1 jalapeño pepper, seeded, finely chopped (optional, as it adds spice)
- 3 cups whole-wheat pita chips (optional)

#### Directions:

1. In a medium-size bowl, stir together all ingredients.
2. Taste and season with lemon or lime juice.
3. Serve alone or with whole-wheat pita chips.



### Key Message:

**Try more and eat new fruits and vegetables.  
Explore the world of possibilities in the  
garden and on your plate!**

### Subject Connections:

English Language Arts, Health, Science, Math

### Learning Objectives:

#### **Students will be able to...**

- Creatively share what they've learned about gardening, nutrition, and fruits and vegetables using a variety of media (written and oral).
- Promote the benefits of eating more fruits and vegetables to a diverse audience.

### Supplies:

- Harvest and clean vegetables and fruits ahead of celebration. See p. 66 for event ideas, preparation requirements, and schedule suggestions.
- Letter paper (or card stock), poster board
- Art supplies (colored pencils, markers, scissors, glue, paint, etc.)
- Computers with word-processing and slide-show presentation software, projector

### Garden Journals

- Student handouts (p. 90):  
**1. My Garden Fresh Moments**

### Featured Fruits and Vegetables:

Any fruits and vegetables from the garden

# Lesson 10: Harvest Celebration

**TOTAL TIME REQUIRED:** 145 minutes / 3 sessions

**Session 1:** Getting Started 15 min;

**Activity I "Reflecting on Our Journey"**

30 min (English Language Arts)

**Session 2:** Activity II "What We Learned"

40 min (English Language Arts/Health/  
Science/Math\*)

**Session 3: Harvest Celebration** 60 min\*\*

\*Standards met will depend on project. See p. 11.

\*\*Time will vary. See suggested activities on p. 62.

### LESSON OVERVIEW:

In this final lesson of **Dig In!**, students will celebrate all that they have learned about fruits and vegetables and accomplished. They will reflect on their educational journey and create presentations to share with the rest of the school and local community. Everyone will get to enjoy the taste of a fresh harvest while eating and sharing their favorite fruit and vegetable dishes.

**ESSENTIAL QUESTIONS:** *What have I learned about fruits and vegetables? What have I learned in the garden? What have I learned about my own health? What was my growing moment?*

### TEACHING PROCEDURE:

#### **Planning the Harvest Celebration**



It's time to share and celebrate everything that you and your students have learned, discovered, and created throughout the last nine lessons! Your **Harvest Celebration** can be customized to suit your school, schedule, and community. You can have an all-day celebration, plan events throughout the week, or simply celebrate during a class period. Invite parents, the local community, media, and other classes to visit. Remember, it's all about sharing your knowledge, having fun, and celebrating your garden harvests and student accomplishments!

### Below is a suggested schedule to help you plan the celebration:

#### **2-3 months before**

- Pick a date for your Harvest Celebration and add it to the school calendar and newsletter.
- Write and send invitations to parents, community members, local agricultural vendors, and media to join in the Harvest Celebration.
- Ask for parent volunteers to help organize.
- Invite guest speakers (gardeners, farmers, chefs).

#### **1 month before**

- Put together a cookbook featuring favorite fruit and vegetable recipes created by the students, and print copies.

#### **2 weeks before**

- Write and submit a press release to the local media summarizing your garden activities and announcing the celebration and purpose.

#### **1 week before**

- Send reminders to parents and community members about the celebration.
- Enlist parent and community volunteers to help prepare the garden, fruit and vegetable dishes, presentation space, etc.
- Print and make copies of information for visitors to take home.

#### **1 day before**

- Harvest fruits and vegetables from the garden. ( pp. 104-105)
- Prepare dishes for the celebration. (If possible, wait until day of celebration to keep produce fresh!)
- Set up sharing stations, put up signs, and finish displays and bulletin boards.

## Activity I. Reflecting on Our Journey (30 minutes, English Language Arts)

- Distribute the handout ***My Garden Fresh Moments*** (p. 90). Have students reflect on their journey of learning about fruits and vegetables, nutrition, and gardening. Give them time to go through their **Garden Journals** and reread through their notes and reflections.
- Ask: *What was your favorite moment? What was your most memorable activity? What is the most important thing you have learned about gardening, your own health, fruits, and vegetables? What was your favorite new fruit or vegetable? What are you the most proud of?*
- Next, tell students they will take their personal reflections and turn them into a written piece to share. They will choose a “**Garden Fresh Moment**” in which they feel they learned the most, and write a poem, essay, song, short story, or article for the newsletter or the local newspaper.
- Have students first work individually on their drafts, then in pairs to peer-edit their writing reflections. If they have time, they can create colorful illustrations of their favorite moments on the ***My Garden Fresh Moments*** handout.

## Activity II. “What We Learned” Presentations (40 minutes, English Language Arts/Health/Science)

- Divide the class into groups of three to four students. Explain that students will work together to create a five-minute oral presentation to share with the rest of the school and visitors during the **Harvest Celebration**. Students in each group should choose a different topic from the list below (or select their own topic from the areas the class studied):
  - **The Food Supply System**
  - **Nutrients in Fruits and Vegetables**
  - **How to Make Healthy Food Choices**
- First, have students in each group list everything they have learned under their topic. Next, have them organize the information to identify the most important parts of that lesson. Students in each group must summarize what they have learned regarding their topic and *how* they reached their discoveries, and communicate clearly *why* it is important to know and understand this information. They can use computers and slide-show software to create their presentation. Encourage them to use photos and video to share information. Students may also create skits, songs, or prepare cooking demonstrations.
- Give groups opportunities to rehearse, plan, and revise their presentations at least twice before the **Harvest Celebration**. Have students practice in front of the class and ask for suggestions on how to improve their presentations.



### ARTFUL DISPLAYS

Work with the art teacher to create colorful displays of your students’ work and gardening experiences. Collect images of students working in the garden and have students prepare a bulletin board that includes images and writings.

# Gardening Guide

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# I Why Should You Plant a School Garden?

## GARDEN SAFETY

Gardening is fun, but certain safety precautions must be followed:

## ESTABLISH GARDEN RULES

Students can write them on a poster and sign their names in agreement. A few suggestions might include:

- Always put tools away so no one trips over them.
- Ask for help: Don't try to lift plants, dirt, or tools that are too heavy for you.
- Be careful with sharp tools like shovels or hoes.
- Always handle those tools slowly and carefully.
- No running in the garden.
- Wear closed-toe shoes.

## REQUIRE PROPER HAND WASHING

of all persons working in the garden, including staff, students, and volunteers. Hands should be washed before and after working in the garden. Hands should be washed using soap and water. Alcohol-based (>60%), rinse-free hand sanitizers should be used when hand washing with soap is not possible. Hand sanitizers are not as effective when hands are visibly dirty. See pp. 4-5 for proper hand-washing guidelines. Do not let anyone work in the garden while sick, or until 24 hours after symptoms, such as vomiting or diarrhea, have subsided.

There is much research supporting school gardens. Some of the benefits to having students learn about and work in a garden include:

- **Increased fruit and vegetable consumption**  
(McAleeese & Rankin, 2007)
- **Improved nutrition knowledge and vegetable preferences**  
(Morris & Zidenberg-Cherr, 2002; Lineberger & Zajicek, 2000)
- **Increased science achievement scores**  
(Klemmer, Waliczek, & Zajicek, 2005; Smith & Motsenbocker, 2005)
- **Improved social skills and behavior**  
(DeMarco, Relf, & McDaniel, 1999)
- **Improved environmental attitudes**  
(Waliczek & Zajicek, 1999; Skelly & Bradley, 2000)

When students get hands-on experiences, it transforms abstract learning into something very real and meaningful. Creating this connection for children by enabling them to play a role in the success of the harvest can give them greater ownership of the garden and increase the likelihood that they will adopt the healthy behaviors associated with it. Learning these behaviors at a young age makes it easier for kids to maintain healthy habits into adulthood (Lohr & Pearson-Mims, 2005).

Read on to learn about the many types of gardens, how to plan and maintain them, and ways to gather support from the school and parent community to help build something special.

# II Getting Started

## Types of Gardens

You don't need to be an expert gardener or have a green thumb. This guide will help even the most novice of gardeners create a special place for children to learn – whether your school has a large plot of land or a sunny windowsill. The type of garden you choose will depend on your school's space, resources, and volunteer level.

### In-Ground

This is the traditional outdoor garden. Unless the area has been cultivated before, you will either need vigorous help from adult volunteers or a tiller to break the compacted soil prior to planting. You will need to test the soil to ensure there are no contaminants. Adding compost to the beds each year can replenish nutrients.

## Raised Beds

A raised-bed garden allows you to start with healthy soil right from the beginning. The beds are framed with either rot-resistant wood (like cedar), concrete blocks, or recycled plastic planking, and are then filled with soil. These are framed structures, typically 9 inches tall on soil, or up to 2 feet tall on paved surfaces. A raised-bed garden is usually more expensive at first, but the benefits may outweigh the costs. Raised beds are easier to cultivate, have fewer weed and drainage problems, and the raised soil and plants are protected from foot traffic. The soil in a raised-bed garden also warms up more quickly, adding valuable time to the growing season. This can be especially important for a school garden that is only available to students during the school year.

## Containers

Even if you have little space, poor soil, or are surrounded by cement and blacktop, you can still have a thriving garden and nutrition education experience. Containers can be used indoors or outdoors. Typically, garden containers are made of clay, plastic, or wood, but plants will grow in anything that holds soil and has drainage holes. Window boxes and hanging baskets work well if you have little or no ground space, but be sure to use lightweight containers if they will be hanging. By adding handles or wheels, you can move plants to where they'll grow best as conditions change. Containers allow you to maximize your space by taking advantage of small sunny window ledges and courtyards.

When choosing what type of containers to use, keep in mind the larger the container, the larger the plant you can grow to maturity. Some plants (e.g., tomatoes) require deeper soil for the root system; therefore a deep pot is essential. Others (e.g., beets, radishes, spinach) have compact roots, which do not require a deep container. Smaller containers dry out more quickly than larger containers, but larger containers with more soil and larger plants are more difficult to move.

Containers need proper drainage, otherwise the roots may drown. If the container doesn't have drainage holes, make ½-inch holes at or near the bottom of the pot. Elevate containers that have drainage holes on the bottom with blocks or bricks to allow water to drain out of the holes.

## Indoor Gardening

Indoor gardens are a good option for areas where winters are long and growing seasons are short. The location for an indoor garden is in front of well-lit windows. Windows that face south and west are best and usually receive enough light to grow leaf and root vegetables and herbs. Spend a few days observing your window space to determine how much light is available for an indoor garden.

Grow lights designed to hang low over growing areas are an effective way to grow indoor crops. With grow lights, you can control the amount of light your plants receive and expand your crop options to produce like tomatoes and strawberries.

## GARDENING GUIDE

### BE SURE TO CLEAN AND SANITIZE GARDEN EQUIPMENT

and containers that are used to hold produce.

### DOCUMENT AND POST STUDENT ALLERGY INFORMATION

where teachers and volunteers can see it easily, along with procedures to follow in the event of an allergic reaction.

### GARDEN SAFETY

To keep your garden safe, use only nontoxic, non-leaching materials, whether constructing raised beds or using containers.

Avoid pressure-treated wood, used tires, single-use plastics, old railroad ties, etc. Create reasonable barriers to keep wild animals away from the garden, such as fencing, or cages to place over produce items.

### Keep in mind these features you may want to include:

- Experimental areas for student inquiry
  - Compost area
  - Toolshed/storage
- Outdoor classroom/meeting area
- Greenhouse/cold frame
  - Community growing space



## TOOL LIST

Keep your list as simple and inexpensive as you can, though you may want the following tools available to your students:

- Trowels for planting and digging up weeds
- Stakes for marking garden beds/walkways/label planted areas
- Iron rake for leveling soil
- Twine/string for marking out garden beds/pathways
- Leaf rake for raking up debris
- Hoes for weeding
- Pruning shears/scissors for harvesting produce/cleaning up plants
- Shovels for moving soil and digging larger holes
- Harvest containers (To avoid contaminating the harvest, the containers should be sanitized and have never been used for holding chemicals.)
- Wheelbarrows for moving dirt and garden supplies
- Water cans/hoses/spray nozzles

## BEFORE YOU DIG

- Choose a garden site away from potential contamination sources (such as garbage, utilities, animals, water runoff, flooding, and septic systems).
- Contact your local utility company, or dial 811 (the national “Call Before You Dig” number), before digging a site for your garden to ensure that you avoid gas or electric lines.
- Identify soil and water record history from all sources. Test new soil and water samples for contaminants (see more on p. 95).

## Time Management

School days are very busy, but careful planning will ensure that your students make the most of their time. Here are some time management suggestions:

**Assign students to small garden teams** and allow them to name their group. Before you visit the garden, identify jobs and locations, and plan how the teams will rotate through these jobs so everyone gets to try each task and no location gets too crowded.

**Here are some ideas of tasks to include on this list:**

- Harvest
- Observe (Discover changes in the garden, identify occupants such as birds, butterflies, and bees, and note where they tend to visit in the garden.)
- Prune
- Water
- Weed
- Write a column/draw a picture for the school garden newsletter



## Building the Garden

### Garden Site Selection and Analysis

Many factors may influence the location of your school garden:

- Is the garden visible to passersby? Allowing others to enjoy its progress is a great way to rally support and interest in the program!
- How easily can students get to the garden?
- Where is the nearest water source? (Water is essential, after all.)
- How much sunlight does the garden get each day?
- What type of soil is in the garden? Has it been tested for contaminants? Can it be improved if necessary?
- Does the garden allow for future expansion? When beginning a school garden, it's best to start small. However, with increasing support, the school may choose to expand, allowing more students to get involved.
- Will this garden be ADA (Americans with Disabilities Act) accessible? Is there potential for providing resources for students with special needs?

## Soil

Healthy soil is critical to the success of your garden. Soil anchors roots and provides water and nutrients to the plants. Soil is composed of minerals and organic matter: sand, silt, and clay are the mineral particles; the organic matter is decayed remains of once-living plants and animals. Good plant growth and development depend on the mineral and nutrient content of soil, as well as the amount of sand, silt, and clay present.

Soil particles are nonliving, but are teaming with life, including microorganisms like bacteria and fungi, and larger animals such as worms and sowbugs. Many of these underground inhabitants feed on remains of plants and animals, breaking down their tissues. In the process, they aerate the soil and release nutrients that plants need.

You can learn which macro- and micronutrients are available in your soil and compare that with what is needed by plants for good development and growth. Soil tests will reveal pH levels, or measure the degree of acidity or alkalinity, of your soil. Maintaining a pH balance of your soil is essential to the health of your plants and influences the availability of essential nutrients in the soil. You should also have soil tested to determine levels of contaminants such as chemicals, pesticides, and lead, especially if the site is located near high-traffic zones. Contact your local Cooperative Extension Office for information on soil testing services available in your area.

## Irrigation

While an automatic irrigation system is ideal for school gardens to keep up with watering throughout the growing season, the systems can be expensive and challenging to install. Watering can always be done the old-fashioned way, by using a hose. Take care to minimize water pressure so the soil doesn't loosen and drain away (you can attach a spray nozzle to diffuse the water spray), and take care not to drag the hose over plants.

Kids love water. Providing many smaller watering cans will allow students to participate in this task. Be careful not to flood walkways, which can present a safety hazard.

Test all water sources, other than municipal sources, annually for potentially harmful organisms. Ensure your water meets the standards of the Environmental Protection Agency (EPA). Contact your local Cooperative Extension Office for assistance. Use food-grade containers to transport water samples, and be sure to maintain water testing records annually.

## IV Planting the Garden

### Recommended Plant List

Each lesson in **Dig In!** features specific fruits or vegetables (or subgroup of vegetables) that were chosen because they have a relatively high success rate for growing in a school environment. These fruits and vegetables are also usually available in local markets, making it easy to supplement the school garden harvest to make sure all students are able to taste the produce. However, each lesson allows for flexibility if you'd like to substitute a different vegetable from that subgroup. The list of veggies below has been organized by their subgroups, but is by no means comprehensive. Visit <http://www.choosemyplate.gov> for a complete list of vegetable subgroups.

Planting instructions refer to frost-free dates. These are identified for each geographic area as an estimate of the first date (fall) and last date (spring) in which cold temperatures are likely to occur and cause damage to susceptible plants. You can find out your frost-free dates by contacting your local Cooperative Extension Office <http://www.nifa.usda.gov/Extension/>.

**Important Note:** Instructions in the **Growing Guide** are meant to provide general guidelines for planting. Since timing and basic care can vary by plant variety, always follow the planting instructions on the back of the seed packet.

### DEFINITIONS

The following terms found on seed packets describe the growing cycle of the plant and will help you select the best plants for your school garden.

Take into consideration that perennials and biennials will likely require summer care when many schools are not in session. Depending on your climate, annuals may be chosen that will complete their growing cycle during the school year.

#### Annual

Completes its life cycle in one season and die after producing seeds (e.g., lettuce, kale, spinach)

#### Perennial

plant whose life cycle is longer than two seasons (e.g., strawberries, blueberries, fruit trees)

#### Biennial

plant that lives for two seasons

(stores energy during the first season, produces seeds and dies the second). For example, some root crops like carrots and beets form the root in one season, and the flowering/seed-producing tops in the next season.

However, we harvest the root for consumption prior to allowing the plant to flower.



# Growing Guide

Vegetable/Fruit and Edible Plant Part	Planting Instructions		Basic Care Information			
	Spring	Fall	Planting Depth	Plant Spacing	Days to Germinate	Days to Harvest
<b>DARK-GREEN VEGETABLES</b>						
<b>BROCCOLI</b> (Lessons 1, 4, 7)  Flower	SEEDS: Plant indoors 4-6 weeks before last frost date.  TRANSPLANTS: Plant outdoors 3-4 weeks before last frost date.	SEEDS: Plant indoors 17 weeks before first frost date; transplant outdoors 12 weeks before first frost date. Protect from heat.	$\frac{1}{4}$ "	15"-18"	5-10	60-75
<b>COLLARD GREENS</b> Leaves	SEEDS: Plant directly in garden 3 weeks before last frost date; start seeds indoors 6-8 weeks before last frost date and transplant outdoors 2 weeks before last frost date.	SEEDS: Plant 10 weeks before first frost date.	$\frac{1}{2}$ "	3"; thin to 6" apart once seedlings are a few inches tall	5-10	40
<b>KALE</b> (Lesson 2)  Leaves	SEEDS: Plant indoors 6-8 weeks before last frost date; start seeds outdoors as soon as soil can be worked.  TRANSPLANTS: Plant in garden 2 weeks before last frost date.	SEEDS: Plant outdoors 8 weeks before first frost date.	$\frac{1}{2}$ "	4"; thin to 12"-18" when seedlings are a few inches tall	5-10	70-80
<b>LEAF LETTUCE</b> (Lessons 1, 2)  Leaves	SEEDS: Plant indoors 6-8 weeks before last frost date; transplant outdoors 3 weeks before last frost date.	SEEDS: Plant outdoors 6-8 weeks before first frost date.	$\frac{1}{4}$ "	10"-12"	4-10	45-70
<b>MUSTARD GREENS</b> (Lesson 2)  Leaves	SEEDS: Plant outdoors 3 weeks before last frost date and again 3 weeks later.	SEEDS: Plant 4-6 weeks before first frost date.	$\frac{1}{3}$ " - $\frac{1}{2}$ "	3"-5"	5-10	45
<b>SPINACH</b> (Lesson 2)  Leaves	SEEDS: Plant outdoors 4-6 weeks before last frost date.	SEEDS: Plant 4-6 weeks before first frost date.	$\frac{1}{4}$ "	4"	6-14	40-55
<b>SWISS CHARD</b> Leaves	SEEDS: Plant outdoors 2-3 weeks before last frost date.	SEEDS: Plant 6 weeks before first frost date.	1"	8"-12"	4-14	45-55
<b>RED AND ORANGE VEGETABLES</b>						
<b>CARROT</b> (Lessons 1, 6, 7)  Root	SEEDS: Plant outdoors 3-4 weeks before last frost date; continue plantings every 3-4 weeks to stagger harvest throughout growing season.	SEEDS: In warmer climates, plant outdoors 13 weeks before first frost date. Protect from heat.	$\frac{1}{2}$ "	$\frac{1}{2}$ "	10-17	60-80

Vegetable/Fruit and Edible Plant Part	Planting Instructions		Basic Care Information			
	Spring	Fall	Planting Depth	Plant Spacing	Days to Germinate	Days to Harvest
<b>RED AND ORANGE VEGETABLES (CONTINUED)</b>						
PUMPKIN  Fruit	SEEDS: Sow directly in garden after danger of frost has passed; in far north start seeds indoors 3-4 weeks before last frost date.	Fall planting not recommended.	1"	6 seeds in 2-foot-diameter mound; space mounds 3 feet apart.	7-10	90-130
RED AND ORANGE PEPPERS  (Lessons 3, 5, 6, 7)  Fruit	SEEDS: Start indoors 8-10 weeks before last frost date. TRANSPLANTS: plant outdoors after last frost date.	SEEDS: In warmer climates, plant indoors 20 weeks before first frost date; transplant outdoors 16 weeks before first frost date.	½"	10"-12"	8-20	80-100
TOMATOES  (Lesson 3, 7)  Fruit	SEEDS: Start indoors 6-7 weeks before last frost date. TRANSPLANTS: Plant outside when danger of frost has passed.	SEEDS: In warmer climates, plant indoors 20 weeks before first frost date; transplant outdoors 16 weeks before first frost date.	¼"- ½"	18"-24"	6-14	65-90
WINTER SQUASH  Fruit	SEEDS: Plant indoors 3-4 weeks before last frost date. TRANSPLANTS: Plant outdoors when danger of frost has passed.	SEEDS: Plant outdoors 13 weeks before first frost date.	1"	6"; thin to 24"-36" as seedlings grow.	4-10	80-120
<b>DRY BEANS AND PEAS</b>						
CHICKPEAS  (Lesson 1, 6, 7)  Seed	SEEDS: Plant outdoors 4-6 weeks before last frost date.	SEEDS: Plant 4-6 weeks before first frost date.	1/4"	4"	6-14	40-55
<b>STARCHY VEGETABLES</b>						
CORN  Seeds	SEEDS: Plant outdoors when danger of frost has passed.	SEEDS: Plant 15 weeks before first frost date.	1½"- 2"	6"- 8"	3-10	50-100
GREEN PEAS  (Lesson 7)  Seeds	SEEDS: Plant outdoors as soon as soil can be worked.	SEEDS: Plant 12-13 weeks before first frost date. Protect from heat.	1"		6-15	60-80

Vegetable/Fruit and Edible Plant Part	Planting Instructions		Basic Care Information				
	Spring	Fall	Planting Depth	Plant Spacing	Days to Germinate	Days to Harvest	
<b>STARCHY VEGETABLES (CONTINUED)</b>							
POTATOES Tuber	SEED POTATOES: Early varieties can be planted outdoors as soon as soil can be worked; cut seed potatoes so there are 2-3 eyes per seed; dig trenches 6" wide, 6" deep, and 30-36" apart.	SEEDS: Plant 15 weeks before first frost date.	4"	10"-15"	10-15	70-100	
<b>OTHER VEGETABLES</b>							
BEETS Root	SEEDS: Plant outdoor 30 days before last frost date; continue planting every 3-4 weeks into summer.	SEEDS: Plant 8-10 weeks before first frost date.	½"	2"-4"	7-10	50-75	
BRUSSELS SPROUTS Leaves		SEEDS: Plant 4 months before first frost date.	¼"-½"	3"-4"; thin to 14"-24" when seedlings are a few inches tall.	5-10	80-100	
CABBAGE Leaves	SEEDS: Start indoors 50-60 days before last frost date. TRANSPLANT: Plant outdoors 2-3 weeks before last frost date.	SEEDS: Plant in garden 13-14 weeks before first frost date. Protect from heat.	1/4"	18"	4-10	60-100	
CUCUMBERS (Lesson 3, 6, 9) Fruit	SEEDS: Start indoors 4-6 weeks before last frost date; plant outside after the danger of frost has passed.	SEEDS: Plant 14 weeks before first frost date.	1"	12"-24"	3-8	60-80	
GREEN BEANS Seeds	SEEDS: Plant outdoors when danger of frost has passed.	SEEDS: Plant 12 weeks before first frost date.	1"	6"-8"	4-10	55-65	
GREEN & YELLOW PEPPERS (Lessons 9) Fruit	SEEDS: Start indoors 8-10 weeks before last frost date. TRANSPLANTS: Plant outdoors after last frost date.	SEEDS: In warmer climates, plant indoors 20 weeks before first frost date; transplant outdoors 16 weeks before first frost date.	½"	10"- 12"	4-10	80-100	
ONIONS Root	SEEDS: Start indoors 8-10 weeks before last frost date. SETS: (TRANSPLANTS) more common, start outdoors 3 weeks before last frost date.	Not recommended for fall planting.	Seed: ¼" SET: depth of bulb.	4"-6"	4-12	60-90	

Vegetable/Fruit and Edible Plant Part	Planting Instructions		Basic Care Information			
	Spring	Fall	Planting Depth	Plant Spacing	Days to Germinate	Days to Harvest
<b>OTHER VEGETABLES (CONTINUED)</b>						
<b>RADISHES</b> Root	SEEDS: Plant directly outdoors when temperatures are between 60-65 degrees (F) for optimal taste and growth.	SEEDS: Plant directly outdoors when temperatures are between 60-65 degrees (F) for optimal taste and growth.	¼"	1"- 2"	3-10	18-45 (Spring Varieties)  45-70 (Fall Varieties)
<b>TURNIPS</b> Root/Leaves	SEEDS: Plant in ground as soon as soil can be worked.	SEEDS: Plant 10 weeks before first frost date.	½"	2"- 4"	3-10	Varies; turnip roots/greens can be harvested at desired size throughout season.
<b>ZUCCHINI</b> (Lessons 1, 6, 7) Fruit	SEEDS: Indoors 3-4 weeks before last frost date TRANSPLANTS: Plant outdoors when danger of frost has passed.	SEEDS: Plant outdoors 13 weeks before first frost date.	1"	6"; thin to 24"-36" as seedlings grow.	4-10	50-70
<b>FRUIT</b>						
<b>MELON</b> (Lesson 9) Fruit	SEEDS: Start indoors 3-4 weeks before last frost date; plant directly outdoors, if your season is long enough, after danger of frost has passed.	SEEDS: Plant 15 weeks before first frost date.	1"	SEEDS: Plant 4" apart; thin to 2 feet apart when seedlings grow to touch each other. TRANSPLANTS: Plant 2 feet apart in rows that are 6-8 feet apart.	4-10	80-100
<b>STRAWBERRIES</b> (Lesson 8) Fruit	TRANSPLANTS: Plant outdoors in early spring when trees begin to leaf out.	TRANSPLANTS: In warmer climates, plant in September for spring harvest. Protect from temperature extremes with mulch.	So roots are just covered.	9"; as plants grow they send out "runners" which are daughter plants, clip off all but the healthiest five runners.	Transplants	Harvest strawberries the second year after planting. Berries will be ready about one month after the plants flower.



# Garden Maintenance

## Gathering Support

It takes a village to grow and maintain a school garden. Fortunately, there are many ways to enlist help.

- Administrators can help find needed resources.
- Parent or family volunteers can form a garden team and increase the sustainability of the program.
- Teachers can collaborate or team-teach the garden program, which helps to spread the work across many people and increases the curricular integration of the gardens.
- Students can be involved in all stages of the process, whether through classroom activities or after-school clubs, and will feel empowered by the responsibility.
  - Let students help choose which fruits/vegetables will be planted in the garden. This will increase the likelihood that the students will want to taste them when it's time to harvest.
  - Relax your standards. While it is important to guide students on proper planting techniques, students' creativity and effort should not be discounted.
  - Allow students time to explore and enjoy their garden.
- Community volunteers can help maintain gardens. Reach out to your local Master Gardeners, Girl and Boy Scout troops, or school neighbors.

## LABELING

Have students choose a method of labeling their plants. One way is to write the plant name and date on masking tape and stick it to the outside of the container. This label usually lasts quite well. You might also use an upright label for quick reference, but these tend to get lost more easily.

## Planting Seeds

You can plant seeds directly outside, or you can start them inside and transplant the seedlings outdoors. There are a couple of advantages to starting plants indoors. Students are able to closely observe the germination process day-by-day, and it extends your growing season by allowing for "starter plants" indoors until the growing conditions outside are favorable. See the **Recommended Fruit and Vegetable List** (pp. 96-99) to identify the best method of starting seeds and/or transplants for your garden.

**Here are some considerations when planning to start seeds indoors:**

**The seedlings' temperature tolerance** Some seedlings, including salad greens and peas, are hardy and can tolerate cold temperatures, so you can plant them early in the spring, or in warmer climates, right through the winter! Others, such as legumes and green beans, aren't cold-hardy so you must wait to plant them until the chance of frost has passed. When you plant fall and winter gardens, wait until the temperatures cool before sowing (planting) seeds of heat-intolerant seedlings. Always follow the planting guidelines on the back of the seed packet.

**Transplant Tolerance** Seeds that germinate and grow better when sown directly into the garden include beans, lettuce, radishes, cucumbers, squash, and peas. Others are more successful if you start them inside (or purchase them at a garden center or nursery) for transplant into the garden, including tomatoes. There are still others that aren't fussy either way. This information should be detailed on seed packets.

## Starting Seeds Inside

1. Use shallow containers (2" to 3" deep) with drainage holes.
2. Fill containers with a lightweight soil-less potting mix. These mixes are made primarily of ground peat moss and have been sterilized, so they are less apt than garden soil to contain weed seeds, fungi, and bacteria that may hamper growth. These mixes also provide good drainage with the aeration and moisture seedlings need.
3. Moisten the soil before placing it in containers. If you can squeeze a handful of the mix and water comes out, it is too wet and you'll need to add more of the dry mix. The ideal moisture level will feel like a well-wrung sponge.
4. Plant seeds according to the instructions on the packets. If you do not see instructions about how deep to plant your seeds, a simple rule is to plant them 1½ to 2 times deeper than the width of the seed.
5. Water after planting using the mist setting on a spray bottle.
6. Place trays in a location that receives 6 to 8 hours of direct sunlight or under fluorescent lights for 12 to 14 hours per day. Under lights, keep seedlings within 2 to 3 inches of the bulbs.
7. Most seeds germinate best in warm and humid conditions. Comfortable room temperatures (65 to 72 °F) are adequate for most seeds, but if your area is cooler, you can increase the soil temperature with a heat mat (type of heating pad used to increase the temperature of the soil in a seed tray).
8. Check daily to make sure the mix is moist. With the right conditions, most garden seeds should germinate in 7 to 14 days (unless otherwise noted on the seed packet).

## Starting Seeds Outside

1. Prepare garden beds ahead of time.
2. Work with students to mark rows and beds, and then sow your seeds, following the instructions on the seed packet for planting depth and spacing between seeds.
3. After planting, water the bed using a gentle soaking spray. A strong stream of water may cause seeds to float to the lowest part of the garden. Check to make sure moisture penetrates a few inches into the soil by inserting your finger into the soil.
4. Encourage students to keep a close watch on the garden, and to keep the soil moist but not soaking, since excess moisture can cause seeds to rot.

## GARDENING GUIDE

### COMPANION PLANTING

Some plants appear to perform better when grown near other specific plants. Growing plants near others that complement each other's growth is called "companion planting."

One example is a Three Sisters Garden. According to Iroquois legend, corn, squash, and beans are three "inseparable sisters" who must be close to each other to thrive.

Tall corn stalks provide support for the pole or climbing beans to climb. Beans convert nitrogen from the air into a form the corn plants can use.

Squash (such as trailing summer squash) is a low-growing plant that blocks out sunlight from weeds, inhibiting their growth. (See the student handout **Garden Companions** (p. 79) in Lesson 5 to learn more about companion planting.)

Other plants that are good "companions" are:

- **Spinach and peas and beans:** Peas and beans provide much-needed natural shade for the dark leafy greens.

- **Beets and leaf lettuce:** Beets add minerals, like magnesium, to the soil through composting their leaves which helps lettuces, and other leafy greens grow.

- **Tomatoes, peppers, basil or oregano (herbs):** These fruit plants require high humidity and benefit from shade, so they benefit from each other when planted together or with leafy herbs.

- **Marigolds:** These flowers produce an odor which naturally repels insects that can attack vegetable plants, which is why many farmers advise to plant them in a garden.



## Transplanting

**Seedlings:** When seedlings have three to four true leaves, you can transplant them into larger pots or into your garden. “True” leaves are the first set of leaves on a plant that will photosynthesize. The first pair of leaves that appears is the “cotyledons.” Have students observe the emergence of the plant’s leaves and alert you to when it is time to transplant.

If you plan to plant the seedlings directly into the garden, you first need to provide them with a transitional time called “hardening off.” Gradually expose the seedlings to the elements day by day. First, place them in a shaded area sheltered from direct wind, and bring them indoors at the end of the school day. Increase the seedlings’ sun and wind exposure a little at a time, and eventually leave them out overnight. Outdoor conditions also increase evaporation and transpiration, so make sure the potting mix doesn’t dry out! After a week or so, plant them in their final home.

### THINNING

If too many seedlings emerge in the same spot, consult the seed packet for information on proper spacing, and remove enough extra plants so the seedlings are spaced appropriately.

For each transplant, dig the hole a bit bigger than the size of the root ball. If it’s available, mix in some compost. Slide the plant out of the pot carefully, holding the plant by its root ball or leaves rather than the stem. Place the plant in the hole, holding the plant so that it is the same depth in the hole as it was in the pot. Fill in with soil and water well.

Plants often look droopy after transplanting, but in a few days they should recover. Space out the plants in the garden according to the seed packet directions and the design of the garden. Remind students to water the plants according to the seed packet directions.

### GERMINATION RATES

Most seed packets also list the germination rate. This indicates the percentage of seeds in the packet that are likely to germinate when planted according to directions. Even with a packet of the freshest seeds, germination is unlikely to be 100 percent.

## Watering

Your students will quickly learn that close observation of their plants will tell them when and how much to water. Water carries the nutrients in the soil to the plant’s roots, which then bring the nutrients to the plant. The amount of water each plant needs is based on the type of plant, what it’s growing in, and the amount of heat and light the plant receives. Mature plants generally need a little less water than young seedlings. All plants are happier if they are watered when they need it, rather than on a set schedule. Under normal conditions, plants require about 1 inch of water per week from rain or irrigation. The soil around a plant should be moist, but not too wet. Feeling the soil is one of the best ways to check when it is time to water. Simply poke a finger 1 inch into the soil; if it’s dry, it’s time to water. Water at the base of the plant rather than on the leaves to decrease the possibility of disease, and water in the early morning to avoid condensation on the leaves at night.

A plant will also signal its need for moisture by wilting. If you check the soil around a wilted plant and find it’s already wet, the plant might be suffering from a disease (e.g., fungal wilt). Let the soil dry a little and monitor the plant for a couple of days. If the plant still looks wilted, remove it and the soil around it to prevent the disease from spreading.

## Weeding

What we call weeds are simply wild plants that are growing where we don't want them. Teach students how to identify the plants they want to grow, and the weeds they need to remove. It's best to remove these plants because they will compete with your plants for nutrients, space, light, and water. Pull weeds by hand or remove them by hoeing around your plants (scrape just beneath the roots of the weeds), staying far enough away from the base of your plants to avoid damaging the roots of your plants. With either approach, make sure the weeds' roots are completely removed.

## Fertilizing

Depending on the condition of your soil and maturity of your plants, you may need to provide additional nutrients for healthy plant growth. Seedlings won't need to be fertilized until after three to four leaves have emerged. Then follow recommendations on the seed packet. Common signs of plant malnutrition include yellowing leaves and poor growth. You can add nutrients by applying compost, organic fertilizers (such as fish emulsion), or synthetic fertilizers such as slow-release pellets. But be careful: adding too much fertilizer can contribute to poor growth and plant diseases, nutrients in the fertilizer that are not used by the plants can pollute waterways and groundwater supplies, and applying liquid fertilizer or slow-release pellets may be hazardous if the directions on the label are not followed carefully. Only adults should handle fertilizers, following manufacturer's instructions. Label fertilizer containers clearly, and secure them in a safe and locked location when not in use.

## Mulching

Gardens benefit from the addition of two to three inches of mulch atop the soil. Mulch helps slow water loss from evaporation, moderates soil temperatures, decreases soil erosion, and decreases the spread of soil-borne diseases. There are a number of different materials you can use as mulch, including shredded wood, straw, plastic, and newspaper.

- Make sure the mulch you choose does not inhibit movement or become a tripping hazard.
- Demonstrate for students how to place the mulch around plants gently so it does not damage stems.
- Use small tools to transport and spread mulch to avoid injury to students and plants.
- Avoid mulches, such as cocoa shell mulch, that can easily float into paths from rainwater runoff and create potentially dangerous obstructions.

## GARDENING GUIDE

### PESTS AND DISEASE PROBLEMS

Insect and disease problems are easiest to control when caught early. Check your plants regularly for common plant pests like aphids, grubs, and caterpillars. If you find them while their numbers are small, you can keep their damage in check by using a high-pressure spray of water from a hose or removing them by hand. Watch out for spots on leaves, which are signs of fungal and bacterial diseases. Remove spotted leaves and throw them away (never place diseased material in a compost pile, because the pathogens may remain to pass infection on to other plants).

Regular, close observation of your plants should prevent problems from escalating. Never use any pesticides or herbicides in the school garden. Check with your local Cooperative Extension Office for nonchemical alternatives, and local health department about applicable Occupational Health and Safety Administration (OSHA) hazard communication requirements.

For more information visit:  
<http://www.osha.gov/dsg/hazcom/index.html>.



## Harvest Guide

Here is a list of fruits and vegetables with a brief description of how to determine when they are ready for harvest and how to harvest them. This is one of the most satisfying steps in gardening. When this time comes, demonstrate for the students how to safely and correctly harvest each crop and allow the students an opportunity to participate. Some produce are best harvested using a knife or other sharp tool. This requires close attention from the teacher and one-on-one instruction to ensure student safety. If this is not a possibility, students should refrain from harvesting such produce. Be sure to use clean harvesting tools.

**Broccoli** Head is made of tight green buds. Use a serrated knife to cut heads from plant.

**Collard Greens** Cut individual leaves when they are young and tender and approximately 10 inches long using scissors or pruners.

**Kale** Harvest individual leaves when they are at least 3 inches long; entire plant can be harvested by cutting at about 2 inches above the soil using pruners or scissors.

**Leaf Lettuce** Pick/cut individual leaves at any time before the plant flowers using scissors or pruners.

**Mustard Greens** Individual leaves or the entire plant can be harvested when the leaves are young and tender using scissors or pruners.

**Spinach** Harvest individual leaves when they are big enough to eat.

**Swiss Chard** Harvest when leaves are about 6 inches tall using a scissors or pruners to cut leaves at the soil level.

**Carrot** Harvest when the orange “shoulders” show above the dirt. Gently pull on the base of the stem, just above the root to harvest.

**Pumpkin** Ripe fruit will have a deep skin color and will make a hollow sound when thumped. If the skin resists puncture when pressed with a fingernail it is ready. Use pruners or scissors to cut the pumpkin away from the rest of the plant.

**Tomato** Ready for harvest when the fruit develops its full color. Pick individual tomatoes from the plant by hand.

**Winter Squash** Ready for harvest when fruit is 5 to 8 inches long. Pick individual fruit from plant, leaving the remaining plant to produce more fruit throughout the season.

**Chickpeas** For fresh eating, harvest beans when pods are still green. These can be eaten raw or cooked. For dried beans, harvest entire plant after leaves have turned brown and withered. Set plants on a flat, warm surface. Once pods have split open and the beans dent slightly when bitten, they are dry enough and ready to be collected. Dried chickpeas (garbanzo beans) can be stored and then prepared for consumption.

**Corn** Ears should be completely filled with kernels, kernels should produce a milky white liquid when pierced if ready for harvest. Cut each ear from the stalk to harvest.

## CELEBRATING THE HARVEST

See Lesson 10 (p. 62) for a list of ways to celebrate the harvest, as well as students' accomplishments – from a small and simple class party to a school- and community-wide event!

**Green Peas** Pods are plump and the seeds are almost full size. Use scissors or fingers to remove the pods from the plant.

**Potato** Plants begin to turn yellow and wither. Use a small shovel to gently dig up potatoes for harvest.

**Beet** When the rounded “shoulders” of the beet root appear just above the soil line and are about 1 to 2 inches in diameter, it is time to harvest. Gently pull on the base of the stem, just above the root to harvest.

**Brussels Sprouts** Pick/cut sprouts from the stem when they are about 1 to 2 inches in diameter.

**Cabbage** Head should be at least softball-sized and firm. Cut head from stem using a serrated knife; discard outer leaves.

**Cucumber** Cucumbers are ready to harvest when they are large enough to be pickled/sliced (approximately 5 to 6 inches). Separate the fruit from the plant taking care not to break stems of plant. Harvest regularly so plant will continue to produce fruit.

**Green Beans** Beans are 3 to 4 inches long and crisp. Pluck individual beans from plant, taking care not to damage stems remaining on the plant.

**Onions** The foliage begins to turn yellow, and the visible bulb is thumb-size for green onions, and baseball-size for bulb onion. Gently pull on the base of the stem, just above the root to harvest.

**Peppers** Pick individual fruit from the plant when it is firm and full in color.

**Radishes** Radishes are the size of a quarter; gently pull on the base of the stem, just above the root to harvest.

**Turnips** Dig turnips up from the ground at any size during the growing season.

**Zucchini** It is ready for harvest when fruit is 5 to 8 inches long. Pick individual fruit from plant, leaving the remaining plant to produce more fruit throughout the season.

**Melons** Fruit produces a hollow, dull sound when thumped. Use a pruners to cut the fruit away from the rest of the plant.

**Strawberries** Fruit is ready when it is completely red; pick fruit by pinching the stem with your finger and thumb about a half-inch behind the berry.

## Collaboration

### Summer Maintenance:

Maintaining a school garden during the summer can be a challenge.

Here are a few tips to make your garden survive those lonely months:

**Use Mulch** A thick layer of mulch reduces weed growth, maintains soil moisture, and enriches the soil as it decays. You can use inexpensive organic mulch such as newspaper topped with straw.

**Install Irrigation** Drip-irrigation equipment is available at most home improvement stores for a reasonable price and you can set it up to run on inexpensive timers.

## HARVEST SAFETY

**Harvest is an exciting time in the garden!**

Students get to literally taste the fruits of their labor.

Before handling or tasting food, make sure students wash their hands, and if students are ill, they shouldn't handle the produce. Even if the food looks clean, or it has rained recently, all fruits and vegetables should be thoroughly rinsed under running water prior to tasting.

Check with your local health department for food preparation policies and procedures. Also, find out if the food grown in your school garden may be used for student tasting or serving in school meals.

For more information, download Food Safety Tips for School Gardens: <http://www.nfsmi.org/documentlibraryfiles/PDF/20110822025700.pdf>



## ONLINE RESOURCES

### U.S. Department of Agriculture (USDA)

- *Healthy Meals and School Gardens – Team Nutrition:* <http://healthymeals.nal.usda.gov/resource-library/school-and-preschool-gardens/school-garden-resources>
- *The People's Garden Grant:* <http://www.nifa.usda.gov/fo/peoplesgardengrantprogram.cfm>
- *Food Safety Tips for School Gardens:* <http://www.nfsmi.org/documentlibraryfiles/PDF/20110822025700.pdf>
- *U.S. Plant Hardiness Zone:* <http://www.usna.usda.gov/Hardzone/>
- *U.S. National Arboretum Gardening Tips:* <http://www.usna.usda.gov/Gardens/gardeningr.html>
- *Cooperative Extension System Offices:* <http://www.nifa.usda.gov/Extension/>

**Many Hands** Enlist the help of parent volunteers or service organizations such as the Future Farmers of America, Master Gardeners, 4-H, Scouts, and church youth groups. Create a schedule to ensure that someone checks the garden on a regular basis.

**Work With a Summer Camp** Many schools offer summer classes or kids' camps. See if they are interested in taking advantage of your outdoor classroom facilities during the summer months.

**Harvest in the Spring** Pick as much of your harvest as you can before you leave for the summer. Remove all the plants and then do one of the following:

- **Cover the Soil** Cover your garden with a thick layer of mulch to discourage weeds and decrease water loss.
- **Plant a Cover Crop** A cover crop is a short-lived legume (e.g., beans) or grain (e.g., buckwheat) that you plant to prevent weeds, reduce soil erosion, and boost organic matter. Check with your State's Cooperative Extension Office for cover crop ideas for your area.

### Fall Maintenance:

Unless you live in a climate where you can garden outdoors during the winter months, you will put your garden "to bed" once your harvest is complete. Remove garden plant debris so it won't harbor pests and diseases that could re-emerge the following year. Plant a cover crop to avoid erosion and weed invasion during the winter. Contact your local Cooperative Extension Service or area nurseries to learn about recommended cover crops and planting times for your area.

### Winter Maintenance:

Winter plant maintenance typically refers to indoor plants. Here are some ideas for helping the plants tough it out for a few weeks so they'll be there to enjoy upon return from holiday breaks:

- If there will be no heat, move plants away from the windows. Although they will get less light, they are more likely to survive light stress than freezing temperatures. Heating mats may be an option, but they should not be left on for long periods of time.
- If your plants are sensitive to low light levels (i.e., vegetables), place them under a grow light with an automatic timer so the lights will continue to turn on each day.
- Do not fertilize the plants before leaving. Fertilizing the plants will cause them to spend energy on new growth and increase their stress.
- If you usually water your plants once a week, water them thoroughly before you leave and they'll probably survive for a second week. If your plants require more frequent watering, you may want to:
  - Set up a slow-drip watering system.
  - Repot plants into larger containers (although not too large). The additional soil will hold more water for the plants to access.
  - Make a tent around the plants using clear plastic to increase the humidity level and slow water loss due to evaporation.

- Allow students to take plants home to care for over the break. Be sure to send home an information sheet with care instructions.
- If you're growing annual plants such as salad vegetables, plan to harvest them before the break. Start fresh with a new crop when you return.

## Working With Volunteers\*

Cultivating people is as important for school gardens as cultivating the soil. A successful garden requires much more than simply coordinating and directing activities. People must feel that they themselves grow in the garden. Here are some ideas for how to build this spirit of ownership:

**Community Work Day** When the garden has a big task approaching (e.g., preparing the beds for spring planting/cutting back for fall/building raised beds), invite the community to share in the work. Tasks will get done faster and the event turns into a great social occasion.

**Acknowledgment** Recognize community members who contribute to the garden. Let them know they were important to its success and the education of the students.

**Local Experts** Find out which parents have gardening knowledge/skills and invite them to share their expertise with the students. Check to see if your community has a Master Gardener program in the area. Master Gardeners are agricultural extension volunteer programs with individuals who are dedicated to teaching their fellow community members about gardening.

**Working With Students** Not all garden tasks require leading groups of students or being available at a certain time of the school day. When seeking volunteer support, provide a list of tasks that involve working with the class during the school day and a list of tasks that do not.

**Communication** Hang a message board in the toolshed/storage facility/greenhouse. Encourage volunteers to keep track of what garden tasks they performed when they were in the garden. Also keep emergency contact information at this location. Some additional ways to promote communication are through an email list/phone tree, a newsletter, and a Web page.

**Continuation** Add a new element to the garden each year and allow all those involved with the gardens to contribute to its growth and success.

**\*Note:** Ensure that volunteers are covered by the school district insurance policy in the event of accident or injury.

## GARDENING GUIDE

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## VI Additional Resources

Finding resources you need to begin and maintain a school garden can be challenging, but it doesn't need to be a roadblock. Start a garden committee to help drum up support and involve community members. Apply for grants, host fundraisers, or start a youth garden business – get together with your students and committees to come up with creative ideas!

